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ABSTRACT

This collection of conference presentations focuses on the relationships among educational environment, academic achievement, and discipline problems, particularly in desegregated schools. The first paper, by Barbara Sizemore, addresses the role of the school community in creating positive learning experiences. In the second paper, author William Thomas discusses discipline problems and strategies for dealing with these problems. The following presentation by Leonard Beckham focuses on enhancing student self concept and increasing student involvement in their high schools. Safety and security in a desegregated setting is the topic of the fourth paper by Peter Blauvelt. In the fifth paper, Gloria Grantham conducted a community advocacy project for minority group students in New Castle County, Delaware. This paper is followed by a discussion of ways to improve standardized test performance among minority group children. The final paper describes activities carried out with Emergency School Aid Act (ESAA) funds in Charlottesville, Virginia. Appended to this collection are the results of a conference evaluation and a list of conference participants. (GC)

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STUDENT CONCERNS: DISCIPLINE, ACADEMIC ACHIEVEMENT AND COMMUNITY INVOLVEMENT IN A DESEGREGATED SETTING

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Ogle B. Duff, editor
Assisted by Herman J. McClain

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Associate Director:	Dr. Roland Barnes Dr. James Mauch

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TABLE OF CONTENTS

	PAGE
FOREWORD	iii
PROGRAM	v
BIOGRAPHICAL SKETCHES	ix
THE ROLE OF THE SCHOOL-COMMUNITY IN CREATING POSITIVE LEARNING EXPERIENCES Dr. Barbara Sizemore Associate Professor University of Pittsburgh Pittsburgh, Pennsylvania	1
DISCIPLINE Dr. William Thomas Assistant Professor University of Pittsburgh Pittsburgh, Pennsylvania	24
STUDENT INVOLVEMENT: ENHANCING STUDENT SELF-CONCEPT Dr. Leonard Beckam Director Far West Laboratory San Francisco, California	49
SECURITY AND SAFETY IN A DESEGREGATED SETTING Mr. Peter Blauvelt Chief of Security Services/Director Prince George Public Schools/ Institute for Reduction of Crime College Park, Maryland.	68
SPECIAL STUDENT CONCERNS: COMMUNITY ADVOCACY PROJECT Mrs. Gloria Grantham Director Special Student Concerns Wilmington, Delaware	99
TESTING Dr. Billie Slaughter Program Administrator Educational Testing Service Princeton, New Jersey	127

PAGE

STUDENT CONCERNS AND ESAA IN CHARLOTTESVILLE, VIRGINIA
Mr. Harvey Turnstall
Supervisor
ESAA Office
Charlottesville Public Schools
Charlottesville, Virginia 142

EVALUATIONS 171

PARTIAL LIST OF PARTICIPANTS 173

Foreword

Research findings indicate a direct link between school climate, academic achievement, and delinquency problems.[1] In a desegregated school setting these interrelated variables contribute to the effectiveness of the school program if they operate positively. Oftentimes, however, disruptions, hostility, and exclusion are norms which confront the desegregated school. Through analysis of the conditions which provide positive or negative behaviors and their accompanying reward or punishment, and be developing strategies and techniques which enhance the likelihood of positive responses, educators may realize success in the schools. The workshops conducted to address the theme of student concerns were designed to:

1. provide participants with information regarding policies, methods, and procedures to improve academic assessment.
2. provide participants with information regarding the examination of school climate and school-community involvement;
3. provide participants with information regarding student discipline and behavior.

To accomplish these objectives consultants with established "track records" in the world of the practitioner in each of the areas addressed presented and demonstrated ways to improve the total learning environment and stimulate student achievement in the desegregated setting.

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[1] Jane Ousten, Ph.D. and Michael Rutter, Ph.D., 15,000 Hours: Secondary Schools and Their Effect on Children, University Press, Cambridge, Mass., 1979.

We are grateful for the expertise shared by the consultants. Other support for the success of this project was provided from several sources. We are pleased to acknowledge our gratitude and indebtedness to:
Dr. Robert Scanlon, Secretary of Education, Pennsylvania Department of Education; Drs. Michael Marcase, Benjamin Turner, and Mark Nagy, Superintendents of Philadelphia, Harrisburg, and William Penn School Districts respectively; Dr. Richard Hanusey, Associate Superintendent and Mrs. Gertrude Barnes, Executive Director, Office of Integration and Intergroup Relations, Philadelphia Public Schools; and Mr. Daniel McGinley, Executive Director of Philadelphia Association of School Administrators.

Ogle Burks Duff
Director

THE PROGRAM

December 13, 1979

A.M.

8:15 - 9:00 Registration: Mr. T. Glenn Hill, Staff Specialist
Race Desegregation Assistance Center

Dr. Cynthia Peterson, Staff Specialist
Race Desegregation Assistance Center

Mrs. Nell Chonin
Office of Integration and Intergroup Relations

Coffee and Danish

9:00 - 12:00 GENERAL SESSION I - MAIN BALLROOM

Presiding: Dr. Mark Nagy, Superintendent
William Penn School District
Yeadon, Pennsylvania

Opening Remarks: Dr. Ogle B. Duff, Director
Race Desegregation Assistance Center

Greetings: Dr. Richard Hanusey, Associate Superintendent
for Field Operations
School District of Philadelphia

Presentation: Dr. Barbara Sizemore, Associate Professor
Department of Black Studies
University of Pittsburgh

"The Role of the School-Community in
Creating Positive Learning Experiences"

Directions for
Small Groups
Presentations: Dr. Marion Poole, Staff Specialist
Race Desegregation Assistance Center

10:30 - 11:14 SMALL GROUP PRESENTATIONS (select one of three groups)

"Discipline"
Dr. William Thomas, Assistant Professor
Foundations of Education, School of Education
University of Pittsburgh
Mr. T. Glenn Hill, Facilitator

THE PROGRAM

December 13, 1979

cont . . .

"Student Involvement: Enhancing Student Self-Concept"
Dr. Leonard Beckam, Director
Far West Laboratory Project Stride, RDAC
San Francisco, California
Dr. Cynthia Peterson, Facilitator

"Security and Safety in a Desegregated Setting"
Mr. Peter Blauvelt, Chief of Security Services/Director
Prince George Public Schools/Institute for Reduction of Crime
College Park, Maryland
Dr. Marion Poole, Facilitator

P.M.	
12:00 - 1:00	LUNCHEON - MAIN BALLROOM
1:00 - 3:30	SMALL GROUP PRESENTATIONS (select two of three groups) 1:00-2:15 and 2:15-3:30
3:30 - 3:45	Wrap-up & Evaluations: Dr. Ogle B. Duff, Director, Race Desegregation Assistance Center

THE PROGRAM

December 14, 1979

A.M.

8:15 - 9:00 Registration: Dr. Cynthia Peterson, Staff Specialist
Race Desegregation Assistance Center

Mr. T. Glenn Hill, Staff Specialist
Race Desegregation Assistance Center

Mrs. Nell Chonin
Office of Integration and Intergroup Relations

Coffee and Danish

9:00 - 9:30 GENERAL SESSION II - MAIN BALLROOM

Presiding: Dr. Benjamin Turner, Superintendent
Harrisburg Public Schools
Harrisburg, Pennsylvania

Review of Previous Day's Activities

9:30 Directions for Small Group Presentations: Dr. Cynthia Peterson, Staff Specialist
Race Desegregation Assistance Center

SMALL GROUP PRESENTATIONS (select two of three groups)
9:30-10:45 and 10:45-12:00

"Special Students Concerns: Community Advocacy Project"
Mrs. Gloria Grantham, Director
Special Student Concerns
Wilmington, Delaware
Dr. Marion Poole, Facilitator

"Testing"
Dr. Billie Slaughter
Educational Testing Service
Princeton, New Jersey
Dr. Cynthia Peterson, Facilitator

"Student Concerns and ESAA in Charlottesville, Virginia"
Mr. Harvey Turnstall
ESAA
Charlottesville, Virginia
Mr. T. Glenn Hill, Facilitator

THE PROGRAM

December 14, 1979

cont . . .

P.M.
12:00 - 12:30 LUNCHEON - MAIN BALLROOM

Presiding:	Dr. Benjamin Turner, Superintendent Harrisburg Public Schools Harrisburg, Pennsylvania
Greetings:	Dr. Michael Marcase, Superintendent School District of Philadelphia
Introduction of Speaker:	Dr. Ogle B. Duff, Director Race Desegregation Assistance Center University of Pittsburgh
Keynote Address:	Dr. Robert Scanlon, Secretary of Education Pennsylvania Department of Education Harrisburg, Pennsylvania "Student Involvement in a Desegregated Setting"
Closing Remarks:	Mrs. Gertrude Barnes, Executive Director Office of Integration and Intergroup Relations
Wrap-up & Evaluation	Dr. James Mauch, Associate Director Race Desegregation Assistance Center University of Pittsburgh

BIOGRAPHICAL SKETCHES

Dr. Leonard Beckam

Dr. Leonard Beckam is Director of Project Stride, a Race Desegregation Assistance Center at Far West Laboratory in San Francisco, California. He holds a doctorate in educational psychology and evaluation from Stanford University. As a psychiatric therapist he spent six years working in mental hospitals. In ten years with the San Francisco Police Department he rose to the rank of inspector.

Mr. Peter D. Blauvelt

Mr. Peter D. Blauvelt, Chief of Security Services for the Prince George's County Public Schools in Maryland and Director the Institute for Reduction of Crime in College Park, Maryland, has developed and implemented crime prevention program, including the Investigator/Counselor Program, the Student Security Advisory Council, and the Intrusion Alarm System. Mr. Blauvelt, who holds a B.A. from the University of Maryland, has served as a Special Agent for the Metropolitan Police Department, Washington, DC. He has published articles and publications dealing with security in the schools. In addition, Mr. Blauvelt has extensive experience as a lecturer, trainer, and consultant for educational, civic, and legal organizations. He has served as vice-president and member of the Board of Directors, National Association of School Security Directors, and as president of the Mid-Atlantic Chapter of NASSD. In recognition of his efforts, Mr. Blauvelt received the 1975 Award of Merit for the Outstanding School Security Program in the Nation, presented by Security World Publications.

Mrs. Gloria Grantham

Mrs. Gloria Grantham is Director of the Special Student Concerns Community Advocacy Project, funded by the Department of Health, Education, and Welfare to study desegregation in New Castle County Delaware. Mrs. Grantham has taught elementary and junior high school students in the New Castle County schools as well as a course in Human Relations for paraprofessionals. She has served as Special Assistant to the Deputy Superintendent of Human Relations for the New Castle County School District and has been a member of the Human Relations Desegregation Team. Mrs. Grantham is presently serving on the Planning Committee for the Black Congress Conference sponsored by James H. Sills, on the ESAA Advisory Council, New Castle County School District; and on the Human Relations Advisory Council for New Castle

County. Mrs. Grantham received a B.S. from Cheyney State College and is currently completing requirements for a master's degree in Educational Administration at Cheyney State College.

Dr. Robert Scanlon

Dr. Robert Scanlon, Pennsylvania Secretary of Education, has spent nearly 30 years as a teacher and administrator. A leader in educational research, especially in individualized instruction and technology, he previously served as executive director of Research for Better Schools in Philadelphia, Pennsylvania. Dr. Scanlon received his doctorate in education from the University of Pittsburgh in 1966 and his master's and bachelor's degrees from Duquesne University.

Dr. Barbara A. Sizemore

Dr. Barbara A. Sizemore, formerly superintendent of Washington DC Public Schools, is an associate professor in the University of Pittsburgh Department of Black Studies. Other professional experience includes work as a teacher, principal, and university instructor. Dr. Sizemore has worked as a professional consultant for numerous school districts and educational, community, and industrial organizations throughout the United States. She is an active member of various professional organizations; she is Regional Director of the National Council of Administrative Women in Education and a member of the Board of Advisors of the Institute of the Black World. Dr. Sizemore's lectures and scholarly writings have focused on cultural pluralism, effective education and minorities, and women in education. Dr. Sizemore received her B.A. and M.A. degrees from Northwestern University and her Ph.D. in Educational Administration from the University of Chicago. She has received numerous awards, among them three honorary doctorates. She is cited in Who's Who Among Black Americans, 1977-1978.

Dr. Billie Slaughter

Dr. Billie Slaughter, program administrator at Educational Testing Service, Princeton, New Jersey, has worked as a community college instructor, program analyst, school psychologist, and curriculum supervisor/program consultant in New Jersey and Pittsburgh. In addition, she has served as a consultant to various school districts and universities. Her scholarly writings and lectures focus on teaching test-taking skills. Dr. Slaughter earned her B.S, M.A., and Ph.D. degrees at the University of Pittsburgh.

Dr. William B. Thomas

Dr. William B. Thomas is an assistant professor of Foundations of Education at the University of Pittsburgh. He previously worked as a public school teacher, university instructor, and assistant professor of English. He has been a Fulbright-Hays Fellow in Belgium and Denmark amd has served as consultant to Xerox Corporation, training personnel on

THE ROLE OF THE SCHOOL-COMMUNITY IN CREATING POSITIVE LEARNING EXPERIENCES

Dr. Barbara Sizemore

When we're talking about the role of the school community in creating the learning experiences for what I view as the least advantaged in the school system and the group that comprises the bulk of the discipline problems in the school system, we are really talking about two inadequate structures, the school and the family in many instances.

Now the achievement function in the larger society--this doesn't mean that they need to be this way, I'm just telling you what often times is the fact--the achievement function in the larger society, according to White, Anglo-Saxon, Protestant norms, is executed through the academic and technological means. But for Black males, the means are largely elsewhere such as in sports, athletics, entertainment, or crime. Because culture is the sum of the artifacts and substance emanating from the struggle against nature and other men for survival, these values accompany Black males to school where a part of socialization goes on.

Now in school, the norms are completely alien to the groups from which this child comes. In school, both verbal and physical fighting is discouraged. Sports are insignificant until secondary school, and then, frequently, academic criteria governs the ability to participate. Additionally, the school expects the family to function as an adjunct teaching facility to accomplish whatever the school fails to do, which is considerable.

Resources, status, and power are usually unavailable to the Black family. That's the one from which the bulk of the discipline problems

issues dealing with minority hiring. Dr. Thomas received his B.A. from Illinois Western University, his M.A. from Hampton Institute (Virginia), and his Ph.D. from the State University of New York at Buffalo. His publications and research focus on the history and education of minority groups in the United States and Europe.

Mr. Harvey Turnstall

Mr. Harvey Turnstall is supervisor of the ESAA office for the Charlottesville Public Schools in Charlottesville, Virginia.

come. Therefore, the family's ability to perform up to the expectations of the school is generally limited. This leaves the Black child, both boys and girls, without the support service supplied by more affluent families. For the girl, who is expected to be docile, obedient, nurturing, and responsible, the rules, regulations, laws and orders, and standards of public school are expectantly confining. But for the boy, who is expected to be self-reliant and high achieving, the passive five-day atmosphere of the schools is not only confining but stifling. The first dilemma that Black males have in public schools, therefore, is how does one conform to the institutional standards which oppose those of the community from which one comes and in which one must struggle to survive. Moreover, generally in elementary schools, the teachers are overwhelmingly female and often inconversant with what the male expectations are. How does one learn to be superior in an environment where the inferior is alone? That is the question. Now I put it that way, and I know the women here are going to resent that. But I tell you I put it that way so that everybody could understand what the institutional value of male superiority means to any male in school and how it causes this dilemma.

It's not that I believe that this is true. Please. In fact, this is the view of the student that I'm trying to get before you. The view of the student is socialized because of the cultural, institutional values. In other words, these students wouldn't feel this way if we didn't teach them to feel this way in both family and the schools. And women do this as much as men because we are the mothers, and we are the first ones who teach these male expectations. Unfortunately, I see the enemy and the enemy is us.

In addition, there has been much research on this, but we have consistently ignored it. Harry Morgan at Syracuse University is asking questions about the relationship between the cognitive development of boys and the accelerated psychomotor development noticeable in African and African-American neo mates. What does this mean for the passive and sedentary environment of the public schools? He notes that Africans and African-American neo mates, these are newborns, manifest a higher rate standard of psychomotor development than do their European counterparts. Also in athletes, there is a greater aptitude for Blacks to be able to perform a psychomotor feat simultaneously with a cognitive act than their White counterparts because public schools do not design curriculums for the culturally diverse population. And actions and talents of Blacks do not count toward the design of learning prescriptions conducive to their use.

Morgan says that Black people have a cognitive style which seems to require a more active interaction with the learning environment than that needed by their White counterparts. Too, a top performance demands a compatible interaction between the cognitive, that's the information processing, and the motor, the physical power to it. And these demands need a circular reenforcement from one demand to the other in the teaching-learning environment. That's if you want top performance from these children students.

He charges--this is Morgan--that it is no coincidence that Black athletes are changing the form and pattern of the major sports, basketball, football, and baseball, because of these phenomana. And you remember that I call these war games, right? And remember to connect that with what I told you in the beginning.

The passive, sedentary environment of the American public school is disadvantageous to Black males who must be aggressively involved in the learning activity. Now for those who do not have the need for this, of course, the public school is not as stifling.

Black male students seem to need--the majority of them--to act, to be engaged, to be doing while learning. And teachers need to understand how to present procedural knowledge concerned with teaching the learner, how to do something which demands a cognitive act and a psychomotor act simultaneously for top performance.

Another difference between Black and White students is their language usage. Black students, many Black students, speak a dialect called Black English. There's a great division among Black educators, teachers, and administrators on this particular question. It is a controversy in the field today. But many people, even though they disavow it, will admit that the students do speak it.

Geneva Smitherman suggests that certain characteristics of Black English could be used to teach Black students standard English if it were first accepted as existing and if teachers understood how to use it. She says teachers need to learn how to use what the kids already know to move them to what they need to know. Smitherman finds that, if you genuinely accept as legitimate the language and culture the child has acquired by the time he or she comes to school, it follows that you allow the child to use the language to express himself or herself not only to interact with the peers in the class but with the teacher as well. Now many teachers get confounded. The sources of the placement of students in some centers stem from a misunderstanding of the message that the children were conveying to the teacher.

For instance, the student came into the class late. And the teacher said to the student: why are you late? And the student said: none of your business. The teacher immediately said: Out. Down to the office or whatever. Now if the student were coming to the class for the first time from home, the teacher had no opportunity to communicate with the student about the problem. The teacher can safely assume that it was not her fault that the student had a problem. That's first. You can safely assume that. The teacher had never seen the student before today. That's unless the teacher had had some unhappy altercation with the student the day before. And of course if the teacher had and had that history in mind, the teacher certainly shouldn't talk to the student like that coming in the door. Right? So what we have here is really not a problem between the teacher and the student except that the teacher makes it one by being hostile the first time she sees the student come in, knowing the student has a problem because he's late.

Now the better way to have handled that would have been to have made the assumption that this student is late for some reason and then to have tried to find out what that reason was at some other time. I'm saying that teachers don't really understand how people communicate messages to them when they're from different cultural backgrounds.

Smitherman urges educators to use the call-response dynamic integral to the communication system of Black English in an interactive way when teaching Black males, to facilitate learning for those Black students who cannot learn in a passive way. Now call-response involves a leader who calls the message to be disseminated and the respondent who delivers the response. Now an understanding of how the human being interprets messages is also important.

For instance, we use call-response all the time in my culture because it's used at church where the minister says a message and the audience responds. You hear Jessie Jackson use it all the time. I am somebody. You say: I am somebody. I am somebody, and you say: I am somebody. That's what call-response is. If teachers don't know how to use this or how to interpret these messages and they don't know how the student interprets these messages that they're giving, you have the possibility of conflict and misunderstanding always existing in the teaching-learning environment.

Let me give you one simple example. When I was a principal at an elementary school, I had a teacher who brought a child to me. The teacher said that she wasn't going to have the child in her room any more. She said that he was just too impudent, and she didn't deserve that. She had done everything she could for the kid. She had been nice to him and brought him clothes and all that stuff. She wasn't going to be bothered with this kind of disrespect, discourtesy, and attitude. And she said: so if you want him to go to school, you teach him yourself. She dumped him in my office. Now of course, he had tight jaws. He was unhappy. And he didn't like her either. He had a lot to say about where she was coming from. He thought that I ought to get rid of her because she didn't like kids and she was crazy. We sat him out about two or three days.

When they both cooled off, I said to the teacher: well I'm really not understanding what the problem is between you and this kid. I know how you both feel about each other, but I don't know what is really the problem. And she said: well, the problem is that he doesn't want to do his work in school.

I asked him a perfectly legitimate question and everybody knows the answer to the question. He was just playing. He was just plain impudent. I said: who is the sixteenth president of the United States? And he said· your mama. I don't want to worry about this any more. I want you to understand that this is the last time that I'm going to be bothered with that foolishness.

I said: O.K. It's all right. But it really doesn't tell me what the problem is.

I said: What I need to know is why would he say this to you? And that's the only way we're going to resolve this thing with this kid, to find out why did he say this to you. So she said: well, what do you want me to do? So I said: I want you to do this. I want you to just take him into your room and just observe him for two weeks. Every time an incident happens, I want you to try to know what happened exactly before it and what happened right after it. Then we'll try to resolve the problem. She was to report to me the next time anything occurred.

The school had 1,470 children in it. 60 percent of my children were born in Sun Flower County, Mississippi. We were in Chicago, Illinois, however. I had it on my calendar, but the teacher did not come back. I saw her in the hall. I saw her all the time. One day I remembered when I saw her and I said: Hey, you were supposed to come back to me when anything occurred again with this kid. But you didn't. And she said: oh, I figured it all out. And I said: well, tell me what's going on.

She said: well, it works like this. You know this girl? I can't remember her name. Well, she's in the room. He likes this girl. When I take him by surprise and ask him a question that he isn't prepared for and can't remember the answer right away, he'll say something impertinent because

it is better for him in his relationship with this girl to come off as a smart aleck who will take on the teacher than a dummy. So, whenever I take him by surprise and ask him something, he says something smart. And the kids say: Oh, look at him. He's a smart dude telling the teacher off. If he comes off as a dummy they will say: Oh boy, is he dumb? You don't know nothing, man. On those days his image would be too low, and so he finally found out that he would be a smart aleck most of the time. She said: so now I know not to take him by surprise. I give him clues as to what I'm going to ask him. Then he can get ready and give me the right answers. And she said: things have just worked out beautifully ever since.

So those are the communication systems that I'm talking about, the kind that need to be established between teachers and learners. The teacher has to understand where the kid is coming from. The kids have to understand where the teacher's coming from so that neither is taken by surprise and makes the other feel bad. It's a personal feeling that the teacher has. It's a personal feeling that she has when a kid comes in and she asks why he is late and he says none of your business. It hurts her feelings. So then you get a whole thing of affective domain set up there between the teacher. Teachers need to learn to include the learner in the learning, in a positive way.

Now Smitherman also has a lot of other techniques such as peer group tutoring, rhymes and rhyming patterns, and tones and semantics. All of these are used by Black males in their speech. If you just take films of Black males talking to each other, you see a process of interaction even if you just don't know the words. The action is in the way that they respond to each other and also in saying things that require an answer. Man, did you see?

Sure did. Man, did you see? And that kind of thing that goes on until there is an interaction between the two who are communicating where both of them are actors and not one is an actor and one is an object.

Black students have other strengths also that I'm not emphasizing in teaching-learning environment such as in music and art. The ability to reduce sounds with musical instruments or with the voice should be used in ways to facilitate learning the other symbol systems. Now there's a lot of controversy among the Black community of teachers, administrators, and educators with regard to that. There are some who feel that that's a racist implication when teachers think that all Black people can do is to sing or dance. But that's not what I'm talking about although I think the development of that talent is certainly necessary.

I'm talking about in addition to that. I'm talking about in addition to knowing that you have a future Stevie Wonder in your class, in addition to just being alert enough to know that, there is also the possibility that this talent can be used if you'd learn one symbol system to transfer to another. If you have a talent in notes and images, it can be transferred through numbers and words if teachers just know how to do it. The ability to reproduce images is related to the ability to articulate thoughts in words. And additionally, music and art involve action of psychomotor activity. So the frequency with which school boards chop music and art tells you something about the need of that to the minorities on whom the curriculums are normed. See? All right. Because these accommodations to the Black male learner are not made in school, we find him disproportionately among the suspended, the expelled, the disciplined, the juvenile delinquents, the dropouts, the slow learners,

and the mentally retarded. The Black male in elementary schools and primary schools is especially vulnerable.

When I was a third grade teacher in Charles R. Drew Elementary School in Chicago, Illinois, in 1957, I finally realized that there was a problem. I had not come to what I am now, but I was on my way. That was my start. I went to my principal, Byron Mayer, who is now District Superintendent there of District 27. I asked him to give me a multimodular group. He said: it's impossible to give you a multimodular group in age, grade, and structure. Barbara, why are you asking me to do the impossible? And I said: it is not. There must be some way that I can have a group of children who vary in age from 6 to 12. And he said: I don't know what it is. When you find it out, you come back and you ask me specifically.

I went home and cried on my mother's shoulders. As you know, people who are not involved in education are always kind of perspicacious. She said: I know how you can do it. All you have to do is go tell him to give you the kids that the other teachers don't want. I said: that's it, Mama. You got it.

So I went back to school and I told Mr. Mayer: I know how I can get the kids. All you have to do is circulate a memo to all the teachers and tell them to give me two kids they don't want. He asked: are you serious? And I said: yes, I'm serious. He said: you're not only going to get all the discipline problems, Barbara, in the school, but the students are going to be all boys. Well, I hadn't realized that. So I said: well, O.K. Give them to me any way.

I got 28 little boys and 4 girls. Now of course the four little girls wanted to get out of there the first period. They said: how do you get out of here? What do I have to do to get out of here? They set themselves down

pronto to do whatever I said do. If I had said walk up the wall like a fly, I guarantee those little girls would have been trying to get up there. So within five or six weeks, they were gone, the four little girls. No, no. One little girl stayed. So I had 28 boys and one little girl. I had them for about two years.

Now this was a very interesting experience for me, which I'm sharing with you, because it changed my relationship with the other teachers. Those teachers would say: do you need any supplies? Do you need anything? Can I do you a recess duty? Is there anything that you need? They wanted to make sure that I was happy so I would keep those little boys in there and would not get discouraged with what the teachers called Barbara's experiment because they didn't want to have the boys back in the mainstream of regular education.

The other thing that changed within the group that I had was that the children felt wanted. When they first came, they asked: why am I in this room? I said: you are in this room because I asked to teach you. I wanted to teach you because you have some special things about you that I'm interested in learning. And I talked to each one of their parents in their homes. No, some of them I didn't. I talked to them on the telephone. But anyway, I contacted each parent to tell the parent why I wanted to teach his child or her child.

Thus, when the other kids said: what are you doing in there? They said: because Miss Sizemore wanted me, that's why. That's why I'm in there. The other kids wanted to know. One little kid came up to me and said: Miss Sizemore, what's so special about him. You got him in your room. And so I told him: he knows how to do whatever, whatever, whatever. Immediately,

I tried to see what there was about each one of those little boys that was unique and that was special. Now the kids already knew who they were. Everybody already knew who they were. But they didn't know these other things about them.

And the other thing that happened that I think you'll be interested in is the difference in their behavior of the students who came to me from the upper grades like 6th. The school went only to sixth grade. So the sixth and fifth grade boys who came to my class lost their audiences, especially those who were the clowns. They lost their audiences. The little kids who were in my class said: what's your problem, you "know." Teacher, he's crazy. Do something. Kill it before it multiplies. So the kids lost their appreciative sixth grade audience that clapped and said: Oh. Let us see the teacher get behind this one. You know. They lost all of that so that the appreciation for them among the peers was gone. They had then to find some other way to satisfy that need, which put me in charge because I had to provide that for them, which I did by creating a peer group model. This was the first time that many of them had ever had the experience of teaching somebody else something like teaching somebody his ABC's, teaching somebody his 1 2 3's you know, those kinds of things. So the turn around in the children was very obvious.

Now the other problem was what to do about this need to be aggressive and self-reliant and unachieving. Of course, that was exploited through the war games, just as in the community. Those boys were the best in the school in playing basketball and baseball and whatever sports the little school provided for them to play. I got equipment for them to play team games during

the recess period while the other teachers let the little kids run around and do whatever there was to do in their imaginations.

I structured this for my group so that they could express their aggression that they needed to in order to fulfill their expectations of the male role that came from the community and from their parents.

Now Jackson and Harris found that some Black students reacted to the racism that was rampant in some desegregated schools. And I'm always unhappy about the fact that we refuse to face this, that many of us who are educators, teachers, and administrators just will not admit, even in the face of blatant overt evidence, that we have racist practice in our schools. You can't get some principals to admit that a teacher is a racist teacher when the evidence before him is clear to see . I don't know why we have this problem in making this judgment, but we do.

Now Jackson and Harris say, when racism is unrecognized in the practices of the school, then the Black students drop out. The problems for Black students, according to Kenneth Clark and his research, inevitably revolve around discipline, learning, and self concept. And Black males are found disproportionately among the victims of the final fallout.

Now I think for parents and the family, for the community and for the school, we have to think again about our definition of discipline. I really think that one of the reasons we're on the wrong track is that we have the wrong definition. And you know that, once you define something, then you are confined by that definition. I see discipline as neither obedience nor punishment nor reward. I just see it as the routinized behavior which an individual adopts to attain a goal. This is what I tell all parents or most parents, in

secondary school. When I was a principal at Forestville High School in Chicago, Illinois, my parents had problems, more problems, in directing their male children than they did their females especially around the ages 16, 17, and 18, the school leaving period. They would tell me things like they don't listen to me any more. He doesn't listen to me any more. He listens to his friends, and they tell him what he should do. These little groups in many high schools cause the major portion of the problems.

When an institution classifies a student as a discipline problem, there is generally a conflict between the student's notion of appropriate behavior and the institution's idea like carrying books home or being impudent to the teacher. Now for the parents, by that age, by the school leaving age, the parents have set up an interaction pattern between the child and the parents that has confused the parents' expectations. Generally speaking, Dr. Joseph King of Indianapolis, a child psychiatrist, found that the adjustment of Black males was better in school when the parents had set the boundaries and the child knew what to expect from the parent. He said it didn't make much difference if the parent were permissive or strict as long as the child knew what the expectations of the parent were. It was in the situations where the child was confused about what the parent expected that the child turned more to the peer group for direction. What Dr. King was suggesting to parents was that they be sure to define the boundaries for their child. If the child knows what is going on, confusion might not happen. So, the child knows what is going on. I suggest the same for teachers and principals.

Many times, according to Kenneth Clark, students are searching for recognition and respect as the goal. For instance, when I was a little girl, I remember I went to school to play. I lived at home with nine adults and no

children. They all went to Indiana State Teacher's College. They all taught me when I came home and took me up there for tests and experiments. Everybody played teacher with me. When I went to school, I was three and a half years old and I could read. I could read and recognize my name although I couldn't spell it. I didn't need to learn that. I went to play with all those nice little boys and girls that were there. And I talked all the time in school.

And Ogle said this morning--she reminded me of a long history--telling Dr. Thomas that Barbara Sizemore talks more than anybody I know in this world. And she's right. I have been doing that since I was three or four years old. That's why I went to school. I had beautiful report cards. You should see them. My mother has them for all the years I've been in school. And on every one of them except for about four I have a D or an F in deportment. And this was merly for talking. I just couldn't help it. I knew all the work. But I got more whippings at school. In those days, when I went to school, if you got a whipping at school, you got one when you went back home. I got more whippings for that one thing that I just couldn't do anything about it. It was my way of getting recognition and respect from the other little boys and girls and for getting the experience that I needed on how to make friends and how to be friends with other children because I didn't have anybody at home. This is what one does.

Now students come to school with those kinds of needs and those kinds of goals. And you can't sit up there and expect them not to want to meet them just because you want them to learn something else. You've got to understand that this need of the student for recognition and respect is just as strong as your need to teach whatever you're teaching. Now things would be

better if teachers saw themselves as teachers of people. It would be much better if we saw ourselves as teachers of people, but we don't. We see ourselves as teachers of kindergarten or first grade or eighth grader or trigonometry or algebra or Caesar or whatever. And we don't see ourselves as teachers of human beings. And so we then occupy our minds and our plans with teaching first grade even though nobody might be in first grade in the room. That is unfortunate because it leaves us not to take into consideration the needs and the goals of the children that come there.

Now you remember I told you the definition of discipline. It is the routinized behavior which an individual adopts to attain a goal. Right? All right now, an individual has a goal in mind. He or she wants to go get it. Right? Let's say it's recognition or respect. And let's say the institution has a goal that the student complete 23 competencies before he or she gets out of second grade. Now the need for recognition and respect for this student cannot come through the achievement in academic area because he is not either the brightest in the class or the dummy of the class. He's somewhere in that middle, let's say, somewhere in the middle. This is the group that the teacher very rarely recognizes. Students get recognition from teachers and principals if they're the best or the worst.

Ask any principal in this country. Whom do you know? And he can name those two groups of people. Principals will tell you: Yeah, I know John. He's in my office every day. I know John well. Yes, I know James. He's the brightest kid in the school. But the middle is what gets lost.

And so if you get any where from 80 to 50 on a paper, your name may never be called. You may not get an award from anyone. No one may ever say anything

about you. And you just become the fifth grade. Maybe the people will address you: would the fifth grade please stand. All right. Who in the hell is the fifth grade? Would the fifth grade please stand. And so you are a part of that enormous mass of fifth grade and nobody ever recognizes you as anybody or any person. Right?

And so this need for recognition and respect then becomes more driving. The more you are a part of this mass of anonymity the more struggle to get known. And you have only two ways to do it now, remember. You can make 100 or you can go to the principal's office. Those are your two ways to get recognition. And remember, we set that up. The kid didn't set it up. We set it up. Right?

Now if the kid gravitates toward going to the principal's office, then we run to the family and say: hey, you all got a problem. Right? So run up here and help us. Instead we should be dealing with the family for all of the children all of the time.

Now Clark believes that recognition and respect cannot occur without legitimation, which is the process by which behavioral systems are recognized and respected. Clark says the first stage of legitimation is recognition or the condition in which an individual identifies the existence of another by paying attention to him or taking him into account. The second stage of the legitimation process is respect. This occurs when an individual identifies with another by sharing his definitions of his behavior, sharing his assessment of his behavior, and sharing his explanations for his behavior. The denial of recognition and respect forces the Black student to develop alternative goals for self actualization. Therefore, the missing legitimation denies learn-

ing strategies and methodology compatible with his own learning styles and approaches. The Black male does not learn as fast or as much academically or cognitively as his White counterpart. These are problems that exist for the school community. In creating positive learning experiences for these youngsters, it seems to me that a coalition between parents and schools could go on more effectively to deal with the needs of these children in a more constructive way.

My suggestion to the school systems that are desegregating is that you set about to form this coalition not just for the best and the worst in your schools in the continuum of discipline but for all of the children.

Audience: Would you please give us the reference from Smitherman?

Dr. Sizemore: It's Geneva Smitherman. The name of her book is Talking and Testifying. Talking and Testifying. Geneva Smitherman.

Audience: The issue I would like for you to address is the one that's related to tracking, ability groupings. You talk of your 28 boys. What are some suggestions you might have as to how a school might address that kind of need but avoid the difficulties inherent to ability grouping?

Dr. Sizemore: Recently, I wrote an article called "The Four M Curriculum" which was published in the Journal on Negro Education, the summer quarterly, where I outlined what I thought were some promising practices for addressing this problem. The four M's stand for multicultural, multilingual, multimodel, and multidimensional. Now most of you know what multilingual and multicultural mean. I'm going to skip those. I'm going to make an assumption that you do. Now look, if you don't, would you read the article? O.K. I'm going to make that assumption so my answer can be brief.

Multimodel means a family grouping. It means having children and students of different ages in the same group for instruction. Multidimensional

means having a variety of teaching, learning approaches, and strategies that deal with the variance and learning styles that children bring to school. We have a tendency to be one style teachers. In other words, we teach with books. Many teachers, unfortunately, if you take the book away from them, don't know what in the world to do. So the book is the crutch for them, and they literally teach the book.

That was one of the problems we tried to bring before the court in Deborah P. vs. Tarlington in the Florida court. We tried to show the judge that what was being taught in school was not what was finally tested and that the children were being penalized because they were tested on what was not taught. Now the judge, who really wasn't a bright light, tried to grapple with the problem in his court order. If any of you read the court order in Deborah P. vs Tarlington, you saw where the judge tried to wrestle with the issue, but, because he was not the brightest judge in the world, he couldn't come to any terms with it. So he just left it and said: there's nothing wrong with the tests. Now we intend to pursue this litigation to get it up to the Supreme Court in order to show this problem. You also know about the San Francisco court case on the I.Q. Now what we are trying to do is to invalidate these test as ways of labeling students and placing people in groups outside the mainstream in regular education. So a multimodel group will do several things.

One thing that it will do will be to force teachers to deal with human variation. Right now, a teacher can assume that everybody is first grade, which all of us know is a mistake, because you can have 25 children in first grade and none of them will be in first grade. That's a norm that we call first grade. Teachers get the wrong impression about the group that's before

them. In fact, it's a wrong impression that you can teach a group. You can't. You can teach human beings, individuals. But you can't teach groups anything. It's the individual that's the unit of instruction. We have to create a kind of instruction that will make teachers understand this and deal with it. So that's the first advantage you get from a multimodel grouping.

The second advantage you get from a multimodel grouping is that the teacher is no longer the single model. You've got a built-in peer group modeling structure there that you can use in order to reenforce learning. The person who instructs learn as much as the person who is instructed. Any teacher worth two grains of salt knows that, everytime he or she teaches a student for whom something is difficult, the teacher learns. The teacher can't help but learn.

I had a little kid once. I was trying to teach him the table of nines. At that time, I was one of the dim lights. And so I had him do the 9 times 1. And 9 times 2 is what? And 9 times 3 is 27. Nine times 4 is 36. You know. The whole silly bit. Then if he missed one, he had to write it 100 times. He had done this so much that what he did was that he wrote all his nines down. He wrote all the nines. Then he wrote all the X's, all the X's down. And then he wrote 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. Then he went over and he wrote 9, 8, 7, 6, 5, 4, 3, 2, and 1. He had been given the 100 times so much, he had written it so much, that he recognized the pattern of 8 and 1, 7 and 2, 6 and 3. He said: you know what else, teacher? They all equal 9, 8 plus 1 equals 9, 7 plus 2 equals 9, 6 plus 3 equals 9, 5 plus 4 equals 9. I didn't know that myself. So any teacher, any teacher who is involved with the students learns something.

If you're not learning anything from your students, you need to ask yourself

some questions. You really do. You need to sit down, you and all these teachers who use the same thing. This includes university professors who use the same notes for 25 or 30 years. They've got a problem. The teacher has a problem, not the students. The teacher has a problem. And so this is another built-in attachment, peer group instruction, advantage rather than attachment.

The other advantage that you have is that, where you don't have an age stratification group, you limit discipline problems. If you're going to have an audience and you're 12 years old, you have to understand the six year old and the five year old. You have to know what is he going to laugh at, when is he going to turn you in, and when he is not. This is a real problem for a 12 year old, that the five year old might tell. The five year old has to go through that "I've got to tell the teacher everything." So when the 12 year old goes into the bathroom or just does something wrong, the five year old will say to the teacher: do you know what he's doing in the bathroom. So the 12 year old has got to communicate with the five year old. I'm not saying the 12 year old places confidence in him, but he has to do something. The 12 year old has to allow the five year old into the group in order that the little kids will support the 12 year old when he does wrong. It takes time. It all takes time. This gives the teacher more time to understand what's going on. That means the teacher is going to understand the dynamics that's going on. And the teacher learns the process other than by what she says.

Also the next advantage is that you need not be the only one who has to stand up there and talk all the time. Most of the kids will tell you the teacher talks all the time. So let me tell you this. I learned the hard way. When I first started teaching school, I was up there. I was teaching some bad English,

you know. And everybody was sitting there looking at me. No one could have told me in a thousand years that I wasn't communicating with those students and that those students were not laying on what I was giving to them. Their ears were right in my mouth. Here comes my principal in the door. My name was Lafoon then. And he said: Miss Lafoon, could I see you a minute? He came in and interrupted my class. So I went out there very irritated and said: yes, what is it? He said: all of your textbooks are out on the front lawn. I couldn't believe it. I couldn't believe it. I ran to the window, and I just couldn't believe it. There were all my English books spread out there. The kids had slipped them across to each other and had thrown them out the window while they were giving me the heavy attention, you see. This is because I wasn't into it. I didn't know the dynamics. Anybody in her right mind who had been teaching school three years would have known that the students were too quiet, that something was wrong. Stop and look. Get with it because something heavy is going down. But I was so green and naive and didn't know what was happening that I was out of it. Well, a lot of times this occurs. In a multimodel group, you are always going to have somebody who can't make it because of the age group, but the age group variance helps you with the discipline. Now those are some of the advantages. There are others. But those are some of the advantages of the multimodel group.

Now multidimensional, which has to do with learning style, means that some of the instructions that we used to have in teaching we need to explore more, like team teaching. We really need to study team teaching because we need large group activities for propositional knowledge and small group activities for procedural knowledge. And you have to have a team of teachers so that one

or two of them can take the large group while one or two of them can work with small groups of children.

DISCIPLINE

Dr. William Thomas

I have to say all of this to you in less than an hour. I guess I'd better get started. I'm going to move away from this mike because I don't want anything to get between you and me.

If you are looking to find the latest word in discipline and how you can resolve all of the discipline problems that you encounter on a day to day basis in the schools, I want to disillusion you by saying that I'm not going to be able to do that for you in this hour. As a matter of fact, if I had all the answers, I would be on the Riviera right now as a result of having written my best seller. What I want to do is to examine with you and perhaps to raise your level of consciousness over some of the very critical questions that have been raised concerning the area of scholarship in terms of what actually takes place within a school, to examine some of the assumptions that underlie our actions within the school. I'd better start by sharing with you my particular bias, to let you know, as they say, what the limitations of the scope are today.

I do this by an examination of a preview of the sociology of the school. Let me impress upon you this fact, that schools in America are arenas of conflict. The schools in America are arenas of conflict. Schools are institutions which respond to and reflect the society that supports them, the society that sanctions them. Schools are going to pick up the activity that occurs within the larger society. Not to recognize that fact and to try to approach the multitudinous problems that we face within our schools on a day to day basis can lead to devastation, teacher burnout, early retirement, alienation, disenchantment, many responses to this fact. We must come to terms with the fact that the school is

a place for conflict and that we perpetuate that conflict in our day to day activity. We perpetuate that conflict in terms of what we do on a day to day basis. Now, I don't know whether we do it consciously or unconsciously. I really do not know. But if I 'm to believe my teachers in my courses, when they write their papers and their analyses and the like, many times they attribute that conflict to an unconscious act. If we go through our activities on a day to day basis in this unconscious, in this area of unconsciousness, then it's time now for us to become aware of what it is we are asked to do and the types of responses that we generate in fulfilling our particular mission. Now, how do we perpetuate conflicts in the school?

Number one. Schools are accredited upon a contest mold. That is to say that the American school system is based upon a notion that one achieves social and economic mobility through a contest. Now in England, they do it through sponsored mobility. They come into a classroom, they give kids tests, and they say: all the people who are sitting on this side of the room made high scores on the test and all of the people on this side of the room made low scores. You are going to Oxford, and you are going elsewhere. Everybody accepts that as being legitimate, natural, and morally right. We have a different mold. We believe in equal educational opportunity. Some people such as Ralph Turner have suggested that that is something of an illusion, that what we're trying to do is to get people to accept certain practices within this contest. The people we're trying to get to accept the rules of the contest are individuals who begin the contest at a disadvantage. Poor people he's talking about. And what we have to do is to create the illusion that there is parity, that there is equality in this contest, that everybody starts from the same starting line with the same equipment and therefore has the same opportunity to achieve the American dream. What I want you

to do, if you will, as you leave today, is to reassess the notion of equal educational opportunity because it has become something of a byword. It has become something of a tranquilizer that makes it very effective for us, as educators, to say: well damnit, I did my part. I provided you with the opportunity; and, because you did not avail yourself of the opportunities, your failure then is something based upon factors that are inherently wrong with the individual. Bill Ryan calls it "blaming the victim." Now I'm not a bleeding heart liberal or anything like that. I'm just saying that you will examine that notion - in your day to day activity as you think about some of the things, some of the assumptions that we operate under as we try to cope with discipline problems - that what we are faced with is a contest.

Now, this contest extends itself into the classroom. Teachers are asked to evaluate students. In terms of our role, if you will, teachers must evaluate students. Teachers are the gatekeepers and the sorters and selectors to occupations that lead to high prestige, that lead to power, and that lead to wealth. The decision is made on the first day of school, in many instances, where an individual will end up in this whole process if we are actually to believe what actually takes place in the classroom. The fact that we operate on the basis of an A to F or E basis - high achievement A to low achievement designated by E or F - the fact that we operate upon that basis and that the basis is a standardized practice suggests further that students are going to be what in the final analysis? Winners and losers. When people say this to me in the classroom, I shudder because Bill Thomas wants what? He wants him to be the winner. If you can get the others to accept the fact that they're going to be the losers, you have no problems. I've no problems because I'm assured my place as a winner, as being a legitimate winner of the contest.

Now the problem is that I have not met a parent who wants his child to be a loser, and who says: by golly, I want my child to lose. Please, school, help my child to be a loser. The question that we are faced with is how does a person end up a loser after having gone through the schooling process? I'm suggesting that there are some strategies that occur within the classroom, whithin the school itself, that mitigate against everyone arising and coming out of the school as a winner. Of course, we all know that everybody cannot be a winner. But just be sure that me and mine are winners. That's all I say.

Now I can't go any further in terms of the sociology of the school, any further than that. But that's the premise on which I'm operating, and I want you to consider that if you will.

Can you give me a profile of that person who has been called a discipline problem? The person who's a discipline problem, what does he look like in terms of a mental or--let's call it achievement. What does this person look like in terms of achievement skills? What does this person look like in terms of behavioral and attitudinal or social skills? What does this person look like in terms of physical appearance, sex, age, and race? And what is this person's socioeconomic status?

Now as you reflect upon that person--my wife suggested that I ought to ask you to take that person that you dislike the most and to start off by asking how many of you know of a student that you have had or that you have, over your long careers, that you just did not like, and to ask you to raise your hand if there is anybody who has such a student. Bill Thomas is going to start by raising his hand. Is there anybody whom you simply did not like? You're a marvelous group. Those people who like

all of their children, raise your hands. You like all of your children. You like all of your children? You know, some teachers tried to delude me in Pittsburgh and to say to me: oh yes, I like all of my children. I like all of my children. I liked all of my children. Well, then what it boiled down to was somebody compromised that he did not like the children's actions. I did not like their behavior. I liked the what--the sinner but not the sin--that type of thing.

Well, if you can then suspend the sin and not the sinner, the problem is solved. You see. I don't know how you separate the action from the actor. When you do, let's get together and we'll make a million dollars.

Of course there are kids that we do not like. Who are they? What are they like in terms of achievement? High achievers? Low achievers? The standard is achievement.

Did you know, did you know that the American educational system is predicated upon an achievement motif?

Let me share with you the results of some educational administration experience that we found just recently. I teach a course in sociology of education. It's primarily geared for people who are seeking administration certification. I asked myself at the beginning of the course what type of activity might I think of and give them that would assure a heightening sensitivity, a heightening consciousness to be the problem of discipline. What might I ask them to do? I might ask them to fill out and to identify a person who has dropped out or who has been pushed out of the school and has been separated for at least three years, separated for at least three years to give the person some time to mellow in his old age, to get out there in the world of hard knocks. And I might want my course student to sit

down and interview this person, to talk with him and find out what is this person's perception of his school experience, those nine or ten years that the person was in school. Of course we know these persons haven't helped themselves. They didn't go along with school. If they had come in, behaved themselves, taken advantage of the opportunities we gave them, everything would have been all right. But I wasn't sure about that. I wasn't certain about that. And I said to my course students: if you are going to be in positions where you are able to make decisions as to who will and who will not remain in the school, I think you ought to sit down and talk with these people who are most likely to be put out of your school and legitimately so.

I'm just simply saying sit down and talk with this person. Find out how did it go. How are you doing out there? And what are your perceptions of what took place within the school? Now we don't know what the person did in order to be put out of the school or why the person dropped out. I did find that most people sort of hoped that the dropping out was pregnancy. In that way, it was whose fault? If the girl had kept her legs crossed, then there would have been no problem. It was her fault; therefore I am absolved of any responsibility. I didn't do anything. I provided the educational equal opportunity, and you did not avail yourself of it. (How am I doing?) You see.

Now I got some flak on the first day. Well, first of all, where are we going to find any dropouts? Or any pushouts? I said they are out there. They really are. The students didn't believe me. But one person came back on the second day of the class and said: I was shopping in the supermarket and a kid came up to me and said, Hi, Mrs. Smithers. Don't you remember me? I was in your class five years ago. Oh yes. What are you doing now? Well, I dropped out of school. Dropped out of the sky. Right there.

I suggested that it is not so that we would like for the people that we do not succeed with just to disappear from the face of the earth. Somebody came in and identified a person, but she had moved to California. I said that, if all of them would move to California, we'd have no problems. You know what? They won't leave. They won't leave.

Another student was working in a Y in a social program. He was playing ping-pong. He was a big guy. He taught fifth grade. He was beating all the kids at ping-pong. And he remembered that this one kid had been in his school some four or five years before. The big guy found out that the kid had droppped out. The big guy said: hurry into my office. Come to my office; I want to talk with you. He told the kid: listen, I'm doing this work for the University of Pittsburgh. I need your help. Can you tell me why you dropped out? The kid said: because you did not teach me how to read and write. By the time I got into the ninth grade, I was doomed to failure. That was coming from the kid who was 16 years. I didn't even know how to talk like that when I was 16. Because you did not teach me the things. The big guy said: who were some of the teachers that you liked. The kid said: I like Miss so and so. And I liked Miss so and so. And the big guy said: who were some of the teachers that you didn't like? The kid said: you were one of them. It blew the man's mind. I think, you know, there was a rebirth there for him because he came back to class shaken over that experience. The kid told him that he had been so busy banging them up against the wall that he never got a chance to teach them how to read and how to write and to think, to reason, to compute, things that were predicated, skills that were predicated, upon this achievement motif. That is the survival, academic survival, achievement. The kid was doomed from the fact that he could not or he had not mastered those skills.

Well, after I had heard all the arguments as to why they should do this assignment, I said: well, I'll tell you what. Do it. I played the authoritarian: do it. They finally went out and found them and talked with these people. They came in the last day of class. That was a heartwarming experience for me because it was the first time that I'd ever had that done. I think it was the first time that many of my course students had sat down and talked with what I call living abortions of the school. It was the first time.

One lady told of a situation where the person was very hardlined, a realist, believing that all these kids need to do is to come into school and study and behave themselves. She told a very beautiful story about the rapport and relationship that she had established with this person. This person had felt that, as a poor White person, he had been treated most unfairly because school teachers and middle class outlook made him feel that he was really nothing but trash to them. His exact words. He felt that Black kids who were middle class were even better received by the teacher than he was. That was a revelation for this teacher because she said that as a result of that experience now she would think twice before making a decision to send someone to the office for possible disciplinary action.

In a most revealing thing about teaching we did 32 case studies. In every situation the students perceived that there were teachers who did not like them. In every situation. Now, I don't know if it's real or not. It might have been a figment of their imagination. But I'm simply saying that, if it is perceived that a teacher does not like a person, that's enough to put an individual at a severe disadvantage. That's all we need to do. And there are very subtle ways and there are very blatant ways to let an individual know that we do not like him or to make him feel that we do not like him.

Actually, I love the actor, but it's your actions I do not like. It's your Black dialect that I don't like. It's the fact that you can't read, and I have to teach my social studies, my algebra, in which everybody already knows the fundamentals, when it comes to that particular day's instruction.

That's what makes me suspicious of the fact that it is nearly impossible for us to like all of those children. If you do, then you have certainly made the first step in resolving some of the discipline problems. My question is how do you let it be known that you like every child? How do you let that be known? Well, it's inferential. That isn't good enough. It really is not. You have to let it be known clearly to the person that you are dealing with that he or she is somebody. That was the next thing that I found in these case studies.

These kids did not feel that they were anybody. Would you please let me tell you what one kid said. It may be offensive.

The kid said: the teachers that I had did not give a shit about me. I thought that that person, being able to say that and to articulate that, indicated that there were some very, very serious feelings that this person had about the school and that the feelings would be manifested in the behavior and the attitude toward the school in the next generation. How do we then expect an individual to have a positive attitude as a parent if, indeed, we have given this person the feeling that this is the way the school responds to him.

Jones has spoken to this very fact. When we create feelings of antagonism as a result of this destructive task and this competitiveness within the schools, then we generate hostility that makes it very difficult for us then to relate to these people in the second generation when we get

another generation who have been born of these people who perceived that teachers did not like them. People are saying you didn't like me; therefore, you aren't going to like my kid. That's why I'm concerned about this relationship that exists as a result of the largely competitive contest. If people enter the contest with disproportionately low number of whatever it is, skills or attitudes or whatever it is that a person needs to win that contest, he's doomed.

One person said they're not labeled. We're not labeled. We weren't labeled. We were mocked. We were marked. Is this something that is more indelible than just what, attaching a label? This is a 17 year old who is talking.

We did a visual tape of some kids in one of the schools in Pittsburgh. We asked them: what type of relationship do you have? What is it that the teacher can do to make your school experience more significant to you? And then we asked the teachers: what is it that the kids need to do in order to make your stay as a teacher much more pleasant. You'll never guess what the teacher said that the students had to do. The teachers said: what they need to do is to get my subject matter. My subject matter. What they must do is get my subject matter. And you know what the students said? Every one of them, 17 kids, said: they don't like us. And of course the retaliation when we presented this to the teachers was that we're not being paid to love and esteem the kids and everything. We're here to give them my subject matter. But yet the kid learns about the what, the objective role of the teacher.

There builds something of a mystique about the teacher. How many kids are shocked when they find out that the teacher buys toilet paper, even food, that teachers get pregnant, shocked over that because there is some particular

mystique about educators that we tend to perpetuate. As objective individuals we stand back from the activity because that's a part of our role as evaluators. As evaluators, we must be objective. And I'm suggesting that to hide behind some facade of objectivity really does not accomplish what we need to do if we are truly to provide equal educational advantage for all students.

Now we've done an excellent job in the equal educational opportunity because we provided the building. We put people in the building. We turned the lights on and the heat. That's the opportunity to go to school. And we've made it free although you have to have the lab fees in order to come to my chemistry class.

Attitudes. Attitudes. Consider the boy who sits near the back wall with his legs stretched over the desk. He's got a match hanging out of his mouth. He's chewing on something. He's got his hat on. What does that do to me as a teacher. How do I develop a positive attitude toward this person? How do I let this person know that I like him as a person but that I don't like that hat on his head? You see what I'm saying? Now, the only problem is this. When you go out into the world of work, corporate instruction requires that an individual comes in and he takes his hat off. The president of Kodak has already told us that. Got to take your hat off when you go in. Is there a positive correlation between an individual who takes his hat off and has the right attitude, in terms of this right here, and the person learning to read. If you can say yes, then what you must be able to assure, after the person says: all right, I am going to behave myself, I'm going to have the right attitude, I'm going to come into your class, and I'm going to be on time, is that you will then be able to mystify the skills that an individual will need for survival. If you can't do it, then you're lying.

O.K. We then get, let's say, x square over minus line q, and n, a, c, l, and p, and so, and all this type stuff, but the student doesn't even know how to read or to do simple arithmetic. You see where we have exacerbated the relationship between ourselves and the student.

Now, the question of discipline. What we would like is to restore law and order to our schools. Yes, because there must be orderliness in order for a person to learn. There must be orderliness for a person to learn, we would like to think. Are we not saying a rhetorical question; are we not saying, hold still while I give it to you?

I don't know the answer. I'm just asking you to think about it. Is that what we're saying? That it is to say, considering the fact that there are going to be winners and losers. Losers, hold still while I give the winners what they will need in order to assure their success. Losers, be still. Is that what we're talking about?

Now a curious thing. I asked 75 teachers in a survey; I got 60 returns. I asked them: how do you rate a person in terms of bestowing your favor on individual? How do you rate a person who is a high achiever and who usually is well behaved, a high achiever who usually misbehaves, a low achiever who is usually well behaved, and a low achiever who usually misbehaves? Guess who got the A's? The first one, second one, third one, or the fourth one?

Audience: The first one.

Dr. Thomas: Of course. Why? It's legitimate. You can fit it in court law. Everybody knows that the grading system is based on achievement. Who do you think got the D? Who got the D? The person who is the low achiever and usually misbehaves. Why? It's legitimate. You can defend it in the

court of law. Everybody who is a low achiever in relationship to a high achiever should get D. There's no way that we can defend giving this person a D and that person the A.

Now, who do you think got the B's in that situation? Overwhelmingly--I think it was around 70 percent--the teachers said that they would give this person the B rather than this person. This means that there are some mixed messages if this person gets C because we have articulated a notion that this is a contest based on achievement and academic skills and success. This is the message that we have articulated.

But there is another agenda that I want to suggest to you. It is the individual who is well behaved whom we like because we like people who are well behaved, who are orderly because we have to have orderly people who form society. Unless that is articulated, you have some problems.

For example, what happens to the kid who gets the message that, this person likes kids who are well mannered, well behaved, and the like, who come into school and sit down. Yes ma'm. No ma'm. Yes sir, no sir, and the like, the kid who makes a D on the algebra test or the arithmetic test or the geography test. What grade do you give him? A D because that's what it adds up to. If you give him a C or a B, the people who did well and who misbehaved are going to question then how is it then you lowered their grade, their academic grade, when that's what citizenship grades are for.

If you take away the power of the grade from the teacher, as an administrator, we have arguments over this. If you take away the power of the grade, that which indicates reward on the part of the teacher or punishment on the part of the teacher, you take away part of the teacher's power base. If you

take away the ability of the teacher to distribute grades legitimately the way that he or she wishes, capriciously or objectively or however, you have taken away a part of the person's power base. The grades are a method of reward. If you reward an individual with a grade and if the grade is a reward, it can only be a reward if the person values it as a reward. If you're teaching a bunch of EMR's or GUP's or whatever label you want to attach to them and they don't care what grade they get, then it ceases to be a reward. It also ceases to be a punishment. But if you have the power to reward an individual, then you can basically get him to do what it is that you want if the person truly believes it is a reward.

I am suggesting to you a strategy that you can use in a particular power base that we have as a teacher. We have the power of ourselves. We have the power of ourselves. What does that mean? It means that kids do not come to school hating the teacher. They do not enter school hating the teacher. And when I went over the put out rates and the failure rates and the dropout rates in about five different urban centers from 1925 up to the present, I found that in grades K through 1 there were usually no suspensions and no dropouts. This was for grades K through 1. This says or suggests to me that, irrespective of whatever training took place between ages one and five, when the person came to school, that person, that child, basically did not hate school and did not hate the teacher. I'm simply asking what textbook does a person use in order to develop the intense hatred that students have for teachers and school people? What textbook do you use? (Not you, but the people out there.) What textbook do you use in order to get a person to develop such an attitude that he hates the person who is

trying to do what, so much good. That's just something for you to think about. I don't know the answer. I don't know the answer to that.

It is possible for us to turn this thing around. What are some strategies that have worked? Let me just take three minutes and hear from you so others may hear. All right? Strategies that work. You heard some excellent ones from Dr. Sizemore this morning. Would you share with your fellow educators and with me some strategies that have worked? You can take about three minutes. First person, please. What has worked? What have you done in whatever position, whatever role you have operated in. Please, somebody has done something. The walls aren't tumbling down all over the place.

Audience: Allowing the youngster to feel that you really care.

Dr. Thomas: O.K. This has been successful. For the person I'm talking about what has been successful? You said to that person: I care about you, not inferentially, but what in terms of an actual, real experience that you owe this person. How many of you encourage your teachers to touch kids. Oh no, you have a law suit. You have a law suit if you touch the kid. You are thinking about touch in terms of what? You know, don't kick the person. Don't beat the person. And I'm simply saying how many of you have had a lawsuit or heard from a lawsuit where in the third grade and in the fourth grade and in the fifth grade the teacher comes over to the kid and puts his arm around the kid and says: that's an excellent job. Tell me what lawsuit came out of that, please? Would you tell me about it. I'm listening. Tell me what lawsuit resulted where the teacher went over and put his or her arms around a third or fourth or fifth grader and said: that was an excellent job. That's how you show that you care. You know what some people do? I've found--and Bill Thomas is just as guilty of it

as the mean old English teacher--what, designed tests so the kids would what?

Audience: Fail.

Dr. Thomas: Fail. Have you ever heard of anything like that before? I'll tell it to you. I designed a test so the kids would fail. Why? They made me feel what? After I learned to read and after I actually read, I said: wait a minute, just a minute. What is it that I'm accomplishing? What am I accomplishing in terms of this test, in designing questions so that individuals will fail in my classroom? How many of you believe that there is something wrong with a test if all students make A's on it? Would you raise your hands if there's something wrong with the test if all students make A's on it. Good enough. All right. When I asked the graduate students this, the principals and the like, all of them raised their hands.

Yes, that is a low validity, a high validity, this reliability and everything. I said: O.K. I'm going to design your test to fit the bell curve. Thre will be what? There will be A's in here. There will be B's. There will be C's. There will be D's. And there will be F's. How do you feel about it? Isn't that natural? Isn't that logical? It's certainly educationally sound. What's wrong with that? But I shocked them. What I said to them was that I am going to insist that you learn the concepts that I want you to learn, the sociological concepts, and that you develop the attitude that I want you to have. I'm going to insist on it. If you don't do it, I'm going to give you this thing called a G grade which means that you just didn't have enough time to finish the assignment. Take a little more time with no penalty or anything. Take as long as you want to get it done. I am going to give you a G grade as opposed to an F or and I. And I'm going

to tell you, in language that you understand, these are ways that you might improve upon your assignment because I want you to make A's. The A will demonstrate that you have begun to come to grips with the types of concepts that I 'm interested in this course offering you. It shocks them.

This one guy came up. He was a physical education guy. He wrote a paper that he could have written before he took the course. O.K? I said: I'm clever, you know. I can tell the difference. He thought that I was kidding him. Here he had written this very long paper. I gave it back to him and said: it looks like you are dealing with the answers. I want you to deal with the problem, with the question. He grumbled and went back to write it again at home. He came back and said: is this O.K? I'll let you know. I read it again. I said: you're still giving me all the solutions. This is what we need to do, what the school must do. I said: there was nothing in the question about this. I want to know if you understand what the problem is and how to grapple with the problem. You see? He said: yes, here I've done everything. I said: if this were high school or elementary school, I might suggest to you that you were a slow learner and give you an I.Q. test, but I'm not going to do that. I'm going to suggest to you that yes you can because I believe in you. He went home and worked on that. His wife called me and said: "You know, he's really having a tough time of that." And I said: "Good, because I had a tough time making the question." He came back and had written a beautiful paper. Maybe his wife wrote it. I don't know. I don't start with that suspicion that somebody else had written it. I'd stay up all night trying to trace down and play Sherlock Holmes. I'm simply saying that what I have tried to do is to step out of my role as that stern, stiff, tight college professor and to become a pupil.

That's what I have tried to do. And it works. You should see my evaluations. I'm not tooting the horn or anything. I'm just telling you that it's something that works.

Teachers can step outside their role as teacher. They really can. I was impressed by the superintendent saying that they had had a retreat for some students. He had to take off his what? His striped suit. And put on what? His corduroys to let the kids know that he was a human being and that teachers are people. Teachers are people. You only do this by demonstrating to them that you care. How about another example.

Audience: I find that many children are sent to the office because the teachers haven't taken time to listen to them. We can listen to them and listen to all sides and try to be fair.

Dr. Thomas: There are certain things that can be ironed out between the teacher and the student, but not if we approach it from the standpoint of my will be done. What we support then is a relationship of a super and a sub ordinate position and that there is a superordinate in the school and there is a subordinate and it is the responsibility of the subordinate to do the will of the superordinate. Now if we can guarantee that an individual will learn to read, write, compute, and reason as a result of that relationship, right on. We're right on course. But when we have 20 to 30 percent of the students leaving without being able to do that, I don't know.

Audience: I deal with the problems that other people may like to get rid of, maybe in the older range, 13-21. I find with them many things work, the touching in particular, particularly with the boys. Boys that age want me to hug them when they win a basketball game. They love it. Sometimes boys act up to come to the office for me to put my arms around them and tell

them: what are you doing here, man? The thing I found that has been most successful with the older ones is to let them plan. I give my teachers an article, even the new teachers. Every new teacher that comes into my building--we don't get too many; the faculty has been pretty stable over the years--receives an article, "The Magic of Being in Touch." It's an old magazine article I found years and years ago when I established a Get Set Program. I find that adolescents need the same as little children. That's an interesting article.

Dr. Thomas: Another strategy to consider is that the school is a community advocacy agency. It is a community advocacy agency. That is to say, when parents themselves are in trouble with the law, when they find that the bureaucratic structure is not responding to their needs, the social services and schools can speak. The principal is on the telephone, and he intercedes. He calls the welfare people and he says: damnation, my kids here need shoes. They can't walk in the Pittsburgh snows with holes in their shoes. Give those kids some shoes. And the kids get the shoes. No one has fired the principal yet. Nobody calls up the school board and says: you know, who's that troublemaker? Get him out. Eleven years stability is his, stability amongst faculty and principals.

The tendency is to find a good principal who is doing an excellent job. When there's a fire or a little fire that breaks out, since the principal is clere over here, he is moved over there. After all, the principal serv s at the discretion of the Board of Education. He is therefore subject to being transferred in and out. But this community advocacy principal has been fortunate in the situation. He has built up a constituency in that community. And people trust him.

The next thing is that teachers live in the community in which they teach. I know you can't transplant teachers in to the community in which they teach. Suburban people don't have the kind of trouble. They have teachers who live and work there. There was a good old day, yes, when teachers lived in the houses with the children they knew that were attending school. It was very likely that a child sat down to the supper table with his English teacher. This reminds me of another strategy, eating.

How many of your teachers, how many of you as teachers or as principals, how many of you have schools--I didn't say that you had teachers do it--in which teachers eat with their students? Would you raise your hand, please?

Audience: On occasion. Occasionally.

Dr. Thomas: You see, with the contract, the division, it's called in sociology, the division of labor. It's called "that ain't my job." I had the most uncanny experience of teaching at Phillips Exeter Academy, a school for the education of the rich in this country. I mean the rich rich. Do you know what part of my responsibility was? I had to eat with the students. I had to carry on a conversation with those students. There I was sitting with my book in order to find out what to talk about, economics and politics. Why? Those students were being groomed for high prestige, high power, high wealth position in our society. I said they were being groomed for that. Now if I sat there and I had nothing to talk about, you can see how ineffective I would be in that situation. I'm simply saying that the presence of the teacher at the lunch table first of all indicates to the kid that teachers eat. Does the teacher go into her room and sit behind a cloak or something, eating her food and then come out ready to teach again? Teachers eat.

Audience: While the children are eating lunch, we have problems, too, sometimes having the children eat the lunches that are served and sometimes having the teacher eat the lunch that the children get.

Dr. Thomas: Thank you. It's a sensitizer. The teachers may get riled up and say: Hey, we want some hot meatloaf or some homemade rolls or some biscuits. You see, the teachers are powerful people. They get principals

into the situation where principals feel as though they are P.R. and no longer supervise. I'm saying to you this is a result of planned, conscious activity, and it has had a devastating impact on the student. So principals no longer demand that teachers go in. I'm saying, if we are professionals, then we ought not to have to demand. It is something that I do because I am a professional, and I feel responsible for doing this type thing, the lunch room. It doesn't work that way? What doesn't? I heard you.

Audienee: I said there are things that I ought not to have to do because I'm a professional, and it doesn't work that way.

Dr. Thomas: Yes. Yes. I use that word "professional" loosely. Actually, teachers are not professionals. We won't argue with you about that in this seminar. We really are not because there is a professional model, a model of professionalism. We use that as a means of social control to get teachers to do what we want them to do. We say: you're unprofessional. A man told me once, when I first started teaching, that I was unprofessional. I asked: was I professional before? I was a public servant; I was not a professional.

Principals, administrators, if you will, one other strategy. Have you ever tried greeting the students at the door when they come into the school? How many of you have used that technique? Does it work?

Audience: Yes.

Dr. Thomas: Yes, it does. It works. You cannot sit behind your desk, when the kids come in, looking or peeking around the window. You know what I'm talking about? Yes. You get out there and say: good morning, I'm glad you're here. This is what a principal told me that he does.

He says to the kid who has come in late, 15 minutes late: I'm glad you made it. The kid is huffing and puffing into the classroom. Principal says: glad you made it. Hurry, come in and close the door. Come on in. Here's the principal standing here with him. Glad to see you. On the other hand: why are you late? I'm sorry, but this approach will provoke a different response then. The question will generate conflict and perpetuate it. Such approach does nothing to build the self worth of an individual who is late because he already has some personal problems in the family. You see. Good enough.

Let me stop here. As I said before, I can't tell you everything because we are dealing with some vastly complex things. I'm trying to give you some techniques that work, for example, articulation between the school. The principal said that he will have an awful time. His students have a very difficult time when they leave his school after the six years and go into the seventh grade. Do you know why? In his school, they've got law and order. They have an awful adjustment because they're spoiled. There are some people who even say: well, what's his name over there from that school thinks he's something and everything. You just wait til I get ahold of those schools. You'll see.

I'm asking is that educationally defensible? It is not unconscious. We can step outside this type of a response. We really can if we want to. We can build a more co-operative environment, but the administrator has to take the leadership. The administrator must take the leadership. If you want your reading scores to go up, well write some reading specialists and tell them to tell you. If you want the reading scores to go up, you must have some knowledge about reading, and you must direct that reading program.

If you want your math scores to go up, you've got to get people who can demystify mathematics.

You have to get people and train them. It means that we have to give up something, that we're no longer in power with the teacher. If I have to sit in some in-service training where somebody is showing me how to demystify math, I already know math. After all, I took college calculus and trigonometry. I'm teaching in the fourth, fifth, sixth, and seventh grades.

What the teacher did was to step outside her traditional role for the teacher. The fact is that no one wants problem children. The job becomes easy. No teacher burnout. Now I'm suggesting that there is no mystery to that type of thing when a principal, for example, turns up his role, the role, the role of expectations, and says to a kid who has no money for lunch: well, wait a minute, I've got 35 cents for lunch. You can step outside of your role. There is nothing in a job description that says that doling out money to hungry children is part of my responsibility as a principal. I guess I'll contact social services and we'll do something about it. But right now the kid is hungry. Somebody has got to step outside of the role and do something about that. The principal can take the kid down to the cafeteria and not holler: Oh, Mr. Owens, fix this kid a lunch. That will bring the child something, but give him 35 and things will be taken care of. You have to step outside the role because you are all things to all people in that school. It's an awesome responsibility.

Audience: That's not stepping outside of your role.

Dr. Thomas: Good enough. You got me. You got me. Does anyone have anything peculiar to share with us?

Audience: I was just saying, capsuling everything, coming down to strategies

used, the fairness, the honesty, the affection that you show the children, stepping outside of your role, that basically it's a relationship, as Kay said, of common sense. It's common sense to have a pleasurable day; you expect things to go right. It's common sense.

Dr. Thomas: O.K. It has to start early, too. You don't get it, you don't pick it up in the tenth grade. This is what causes the disillusionment and the alienation among teachers. They say, well you know I'm nice to the kids. I speak nicely. I say good morning. And I"m polite and everything. Ten years of this has built up so that this person becomes a teacher and not a human being. Perhaps this is what the person perceives as a teacher. If it is based on a superordinate-subordinate relationship, that's what that relationship is based on, authority. I am the boss and you are to do my will. I'm simply saying that there are other ways that you can approach this, and the approach requires reassessment of some old assumptions.

Some assumptions are that schooling is a privilege and not a right, that education is a privilege and not a right, that we have to provide an atmosphere for the majority to learn. You have some problems when you begin to draw the line on who the majority is because that includes the fact that these kids, who are the minority, want to learn. I'm saying, if they come to school every day, it must be for something other than looking forward to coming the next day. There is something that they have to get out of that school. And I have sat and wept. I really have. I'm really touched by things like this.

I thank you very much for your attention.

STUDENT INVOLVEMENT: ENHANCING STUDENT SELF-CONCEPT

Dr. Leonard Beckum

Let me tell you a little bit about me. When I share some things with you, I hope that it will give some credibility to them.

I grew up in Winnsboro, Louisiana. I'm the product of a segregated school. I know some of the problems of a person growing up in that environment and having some idea of what to expect outside of it. One's concept of what's available is somewhat dictated by the realm of experience. So I have some real knowledge of that situation.

I might be called, in the traditional research sense of the word, a late bloomer. I didn't get my B.A. until I was 35 after having all sorts of other problems. I won't bore you with those. I had a lot of problems getting to that level. Ultimately, I did get my doctorate in educational psychology and evaluation from Stanford University. So I do have a doctorate. By the time I got my doctorate, my children were entering college. This gives you some idea of my knowledge of the struggle of a Black child who has to deal with the consequences calmly as he or she goes through the process of getting an education.

Briefly, in psychiatric therapy, I worked six years in mental hospitals. I was in the San Francisco Police Department ten years. I left there as a police inspector. I have been running Project STRIDE. That stands for Service Training and Research in Desegregated Education. I've been running that for the past six years at the Far West Laboratory in San Francisco.

Project STRIDE is a program funded out of the same source as Dr. Duff's program. I'm not going to attempt to exult you. Barbara did much

better than I could ever do. I think she left some holes in possibilities for dealing with the situations and the consequences of the problems that she outlined. So what I would like to do is to talk to you about some of those possibilities of what you can do to begin to fill in that gap.

In terms of doing that let me tell you a little about my work at the laboratory which will give you a background for the kinds of things that I'll talk about. Two of the pieces I'll talk to you about come out of my experience as the director of the race desegregation center in Region IX in California, Arizona, Nevada, Hawaii, Guam, Samoa, and the U. S. Trusteeship. That's the service area that we have. Two of the experiences I will talk to you about come out of that.

I'm also a principal investigator--that is what we are called at the Far West Laboratory--for two other programs. One is a program designed to identify the causes for a disproportionate suspension-expulsion on the part of school districts of minority kids. I've been running that project for the last three years. One of the things I would like to talk to you about comes out of that experience. I'm also a principal investigator for a project that is called The Multi Ethnic School Environment Study. That project is funded by the National Institute of Education. In that program, I am looking for the teaching strategies, teaching styles that are necessary for teachers who are working in an integrated or desegregated school setting.

There has been, as many of you probably already know, over a long period of time, the assertion that, in order to be an effective teacher in an integrated or desegregated setting, a teacher must have characteristics about a teacher-student interaction and behavior that are signif-

icantly different than those of the teacher working in a segregated setting, where all of the kids are of one ethnic group, especially if the teacher can get a more homogeneous group in social and economic background. Some of the things I will say to you grow out of that type of investigation, which is in its early phase now. It's a five year study. Now I hope in time to finish that study in collaboration with teachers.

One of the things that we do at the laboratory is to attempt to involve the practitioners. I call the students practitioners, also. We involve the students, teachers, and administrators in whatever research we're doing. To do research in one place and to attempt to implement it in another, without the benefit of that feedback that needs to take place, makes the research invalid. So that's sort of the background that I'm speaking from when I address you on some of the things I've been doing.

I will be talking about involving students. One of the problems that I find with schools that prohibit student involvement is similar to what Barbara was saying. The institution that's called the school is not currently structured to have that point of view that school people call interference. I understand exactly what people mean when they say: I can't deal with that kind of interference because there are state mandates, federal mandates, and local policy mandates that the teacher in the classroom is obligated to. To have this conflict or this interference from the students and to some degree from parents creates a tension because it's subject to preventing the teacher from accomplishing those mandated requirements. So when I say involve

students, I'm not saying it without the recognition that there are those dilemmas that one must deal with.

But in a desegregated situation, most of all, it seems to me that for 25 years we have sort of missed out on what desegregation was all about in the first place. We have attempted to retrain teachers. We have attempted to retrain administrators. We have talked about the characterizations that exist in textbooks. We have never, at least we haven't to the degree I think is needed, dealt with the students who are the ones who must bear most of the weight of what happens when you carry out a desegregation plan.

If you're talking about changing boundaries, you change familiar locations, familiar friends, and so forth of students. If you bus students, you take them an exceedingly long distance from where their home is located. When you make those transitions, you know that the student is in a home where people talk. In many homes when you're going to talk about something that you don't know for sure how it's going to be translated when your child hears it, you put the child off into a sound proof area. After you discuss the matter, you tell the child he can come out and everything's O.K. So the child doesn't interpret what you have said.

When a child goes into these situations, we have failed, as educators, to attempt to address the dilemmas that those children are dealing with. They have the same reservations, anxieties, and conflicts of appropriateness that all of the people who have had the opportunity to grasp the media and to talk to people in high places about have had, but the children don't have anyone to go to.

They can't express themselves in the same way. I don't think it's a fair way to go about addressing the problem without adequately involving the students in it. That's why I'm interested in this particular activity. So without exulting you, I'll just go right to the alternatives here.

I'd like to know or to have some idea of the variety of roles because there are some things that, if I talk about them, you can only do them if you're an administrator with the authority to command a change. I'm just beginning to become sensitive to this. I talked to a teacher group. I talked to them as if, when they walked out of my session, they would get on the telephone and say: hey, I want some restructuring in here. I want a reassignment of people over there. I want this building converted to this kind of building. You just can't do that. In order to address the issues appropriately, let me see what groups exist. We have about seven teachers. We have quite a few administrators.

I think that's a realization that people don't think about. When you say: "I'm an administrator," the idea carries immediately that that person should go and do things. But there's a difference between an administrator that carries out somebody's wishes and someone who decides what the wishes are going to be. We have administrators and decision makers. The discussion here shows you that there are a couple of things. I think that Barbara said it better than I can. When you have the term administrators, I say: O.K. what are the responsibilities? There are levels of authority and decision making that go along those lines. There's a conflict in terms of how much and what it really means. Should I or shouldn't I do it? Do I want to be on the spot if I do do it? There are all sorts

of things that go through the minds of adults. I'm talking about us as people who are in certain leadership roles. Students have the same difficulties and problems in attempting to deal with what is asked of them in the classroom.

I will talk as if you can make some decisions, at least over those persons who are in your building.

I do want to mention to you in terms of student participation a model that I have been implementing for the last three years in a school district in California. It's called the Stockton Unified School District. It's in a valley in California. I think there are about 50,000 students in that school district, about 18 percent Black, about 23 percent Hispanic, and the rest White, except for a few Asian students. The problem there was that, with 18 percent of the student population being Black, they accounted for roughly 80 percent of all disciplinary actions taken in that school district. So I designed a project that I called the SPAT team. SPAT stands for Student Problem Analyses Techniques. This is how the student involvement takes place. In that school district there are three high schools.

The project called for a student from the ninth, the tenth, the eleventh, and the twelfth grade, from each of those three schools, to become part of the staff that examined the issues that resulted in the disproportionate discipline problems. That means we had 12 students. From each of those schools we had to have a counselor or an administrator. So we had four district level people. We also asked for one teacher from each school. We asked for one parent from each school, too. So that made up the staff that did the work. You can see that there was parity within that group of persons who were affected by the problem, and that was students. We didn't go to the student body for representation. We went to

a more representative group of students who became involved with us, of the persons who got into trouble. One school was a school where recent immigrants to California from Oklahoma had moved. It was a White school that was desegregated. Many of those students had the same mobility problem that many of the Black and Hispanic students had. So we had some students who represented that kind of student who was White on that group. We had Hispanics and we had Blacks in that group too.

I'll go through this briefly. The design of this study called for an examination of the relationship between state policies, local district policies, practices, and the disproportionate number of minority students who were suspended. In order for a group of students to be effective in this kind of operation, they were required to undergo preparation before they got into the process. We had five people who represented the staff from the Far West Laboratory. We trained the students. We gave them some skills that they could apply to the examination of those regulations. We systematically went through those regulations with them. We then said: O.K. The students recognized that it was difficult to look at those regulations and to relate what the regulations said to what was going on. So the next step for the students was how do we go out to the larger group and collect some information about how they interpret, how they apply, and/or what they perceive as the effect of these practices and policies on the problem we are talking about. We taught the students how to construct a questionnaire. We taught them how to administer a questionnaire and how to go about conducting and carrying out an interview. That whole process developed within those kids--this tremendous amount of skill and respect. It was the first time that the school had had an opportunity, independent of what they had

attempted to do, to observe students. The school had serious questions about whether or not the students could perform in a structured situation actually doing work that was very high level. It was work that you would expect a graduate student in college to be doing.

Out of the process, the students collected all of the data. We employed a statistician to run it through the computer and get the data back. We worked with the students in interpreting what the data meant. If we have time, I can tell you about the outcomes, if that's what you would be interested in.

Out of this whole process came recommendations. The recommendations grew out of implications from the results of the questionnaires. The questionnaires were administered to students. They were administered to teachers, also to administrators as a separate group, and to parents as a separate group. So we had data from those four strata. What grew out of that was about 20 recommendations, four of which were implemented.

The students worked with the STRIDE program, the SPAT Team Program, and the principals at the schools during the summer of this last year. They worked to develop an inservice training process for the three schools. One recommendation that was implemented was that there be a community outreach program at the schools. One of the problems that grew out of the analysis of the data was that the parents just weren't involved enough with the schools to understand the problems that the students were having and the ways of going about assisting the students in avoiding the difficulties they had. The students recommended a community outreach program in that sense.

The students were so convincing in their argument for the need to do this that the schools, these three high schools, have staggered their counselors. That's another difficulty because of the problem with the teachers union. These counselors come in at 11:00 A.M. They go home at 7:00 P.M. That allows us on a regular day to visit the homes of these students. The counselors are finding it a rewarding experience because they aren't just going to the homes of kids who have trouble. They are going to the homes of kids who are doing well. The parents can't believe that the school is interested enough to adjust their schedule such that the parents can have some real feedback on what's going on in school without the parents taking the extra burden of going to the school in an attempt to get it.

The second aspect was the peer counseling. That's another thing that Barbara talked about. Each of those three schools implemented a program of peer counseling. The most difficult aspect of the whole process was that teachers liked the capability of managing the classroom. Teachers know very well the curriculum and how to set up the units they want to teach, but they don't know how to manage. So in the first five or ten minutes of a class chaos exists. Students come in late. The teacher is writing on the board or getting papers organized. In the process, things happen that cause them to send kids out of the school. I think that asserted classroom management was one of the techniques that the classroom teachers were introduced to in order to carry out this activity.

Now to me, the exciting recommendation was a co-ordination function that was imposed upon the counselors in the schools, so that School A, School B, and School C were consistent in the way they treated students.

One problem that students found was that, if they went to School A, the process for them to do certain things and the way the rules were interpreted were one way. If they talked to their frineds or if they happened to get transferred to School B, they found the process and the rules totally different, all in the same school district. One of the things that the students wanted was consistency across the schools in the way the rules were administered and in the way the rules were interpreted and in the way students were treated. There's a co-ordinating body now across those three schools to talk about the kinds of things that are going on in an attempt to bring about some consistency.

The process required also that the group develop a student code of conduct. The district had never had one. The code would permit the students to understand what it is that they're expected to do at the school and what the consequences of misbehavior might be. The workshop took place in August. The first five days of school were devoted to the teaching of a mini course on the student code of conduct, so that the teachers, the students, and the administrators were aware of what was in the code, what was expected of students in their performance, and what was expected of teachers in their performance. The schools didn't have any regular course work taught during the first five days of school. Everybody was consistent about behavior that we expected during this school year. So far things are going pretty well. You have to realize that California is a hotbed of strikes and protests among the teachers. That's a difficulty. That's a problem at districts. So that's one of the things

that we did.

The thing I can't convey to you is the difficulty that exists in trying to look at what's going on in districts where discipline is a problem and to pinpoint where to look. The results of our work indicated that around two percent of the teachers are involved in about 90 percent of the discipline problems and about two percent of the students. You hear a lot about how bad discipline is at schools. I think it's unfair to that other 98 percent to have them looked upon in such a negative way because of the behavior of the two percent. So that's the discipline work.

Audience: I have a question about the results, the percentage of the minority students that were suspended or expelled.

Dr. Beckam: We just got this going in September when school opened. I can tell you about the counter results. Three years ago, we went in and found something like 2,500 students that had received some discipline during the year. When we got the schools to begin systematically to keep records and track of what went on, the number went up to 4,500. It's pretty difficult for a school to report a bunch of people that they are having suspended. So they weren't doing it. They were kicking the kids out of school and so forth, but they were apparently not recording it or were tearing up the records. So we had an adverse kind of condition occur.

As soon as we gave the school guidance and helped them to develop better record keeping processes, the number went up significantly. What I have found--and it's troubling for me to make the assertion right now--

is that all of you must have heard that, when desegregation occurs, suspensions go way up. Well, all of us have had that as something to deal with. What I believe is occurring is possibly not more critical behavior on the part of people in the school but rather a more accurate and serious keeping of records. If the court is concerned in what you are doing, you have to be pretty systematic and pretty careful about the record keeping you do. I think that record keeping contributed significantly to that significant increase because we didn't have that situation in Stockton. The plan had already been implemented. As soon as we had them correct their record keeping, that number significantly increased. So we have been keeping a sort of ongoing track. It looks as if the trend is significantly downward this year from what it was the year before.

Let me go on to another thing. This one is sort of old for me at least, but I think it's a good thing. How do you develop self concept? The reason I wanted to know whether you were a classroom teacher or not is that I can convey this to a classroom teacher. This is really something that a person can do in a classroom without having to get special permission from everybody to go some place or to do something.

What this calls for is some real serious preplanning on the part of the teacher. Developing self concept looks at several things at the same time. I don't have all of the little documents that I made for the teachers to do what I'm talking about. Let me describe the process briefly to you.

The first thing you need to do when you want to get students involved for an impact on self concept is to decide what self concept that you're interested in. Most of the self concepts or self concept instruments that

people know about are instruments that sample both interpersonal and social kinds of characteristics as well as some academic characteristics. When you get your results, you don't know whether it's that the persons are feeling good about themselves because they have a real good relationship with the individual that they're interacting with or with the group of individuals or it's that they think they are doing well in the kind of thing you want them to do in their pursuit of academic excellence. So I did this. I went through the instruments and I used the one developed by Pauline Sears. I deleted those questions that related to characteristics of behaviors that were academically oriented, like doing well in math and doing well in science, wanting to be a teacher--those kinds of questions. I worked out the cross grades. I had fourth, fifth, and sixth graders. You could do it within a fourth grade or a sixth grade. I'm not sure how these techniques work when you get into junior high and senior high school.

But it was the lower grades, what I did and I'll tell you. I used two treatments. I used the token treatment, and I used the social reward treatment. Throw away the token treatment unless you're a John Paul Getty. The minority kids in my group, I was giving them a dollar a week. This was a reward. They had a checklist of activities that I had developed. A checklist goes with this program. The kids have to have the librarian check off when they go to the library for either free time reading or work that the teacher has assigned. They had to write down the amount of time they spent in the library. They had to write down the amount of time they spent on each subject study every night.

I made personal phone calls to each parent. I said: Look, I know your house may be small, and you may have five kids and two bedrooms and

all that, but for this time that I'm working with your child, I would like for you to make available to that child a space in your house that the child can say is his or her space, a space that the child knows he can go to every night when it's time for him to do this work and sit there to do it. For many of these kids, it was the first time that they had had a place of their own that they could call their own, apart from all the other kids in the house, where they could leave their materials and could expect to go back and find them, where they could go as sort of a retreat place to do what they were supposed to do for school.

Anyway, the students had to keep records of the time they spent on the subjects that they worked on. The token group as well as the social group were rewarded for what they did with a dollar. I'm talking about five years ago. They were poor kids. They were in East Palo Alto, California. These kids said: Look, I can go by the garage door of a house and grab ten bottles. I can have a dollar in 30 minutes. So they said: a dollar is nothing to me. The token reward system group didn't improve because you really have to do something significant for them to value the reward. So my little token rewards weren't worth anything to those kids.

But the social reward group was totally different. They had the same tasks except that I met with them three times a week for an hour and a half each time. I met with them Monday, Wednesday, and Friday. A social committee was responsible for Friday, the last 30 minutes. I provided them with--I don't know--something like $2 or $2.50 a week. They had hot chocolate and cookies the last 30 minutes and talked to each other about what was going on. Believe it or not, that group had a significant achievement

in math and reading. We had as part of these programs a tutoring session of math and reading. The group had a significant increase in their scores on their CTBS California Achievement Tests. That little opportunity for them to interact with one another was more valuable to those students and had more impact on their learning than the attempt to give them money. It seems to me, within a classroom setting you don't have the option of going out of the classroom and needing large sums of money. That's a fairly easy way of accomplishing what Barbara was talking about. You could restructure within a classroom so that same kinds of kids work with other kids and cross fertilize each other to have them do better in school and to reward them at the same time.

So that's that kind of effort. The other thing is--let's see, I'll go to human relations training. I don't know what grade levels you're working with. I may be talking irrelevantly. I'm going to be talking about the lower grades, third, fourth, and fifth grades. This was done last year, and we're doing it this year in Los Angeles, California.

The directors have paired schools. I'm not sure how your schools are being desegregated. In this school district, the schools are paired. Three schools are involved, Arlington, Tarzana, and Melbea Schools. They are elementary schools, K-6.

One school has all of the fourth graders, one school has all of the fifth graders, and one school has all of the sixth graders. The K-3rd graders are in the home schools. What we wanted to do was to begin to develop some mechanism of making the transition of those students from those homogeneous to the heterogeneous populations that they would be in because one school is located in the Black area, one school is located in the Hispanic area, and the other school is located in the White area. So

you can see, when all the fourth graders from all schools come to one, the kind of cross population you have. We designed a human relations training program with a science base. The science is a gimmick. You administrators know that if you're going to get certain things approved by the Board, the plan has to have certain characteristics. So it was an outdoor science program with the human relations as the basic part of the program.

We took these kids on Monday. They reported to a place called Cottontail Ranch in Malibu Camp. They spent Monday, Tuesday, and Wednesday 'til noon at the camp. We took 100 at a time. On Wednesday, we got a new group. They stayed Wednesday afternoon, Thursday, and went home Friday at lunchtime. We had team building activities. We had discussion sessions in the cabins. I don't know how many of you have ever been in a cabin with 100. Well, no, I'd say we had them broken down into about 40 to a cabin. But if you have 40 sixth graders or 40 fourth graders in a cabin that you had to spend all night with, you can understand some of the human relations that got dealt with because there were all sorts of conflicts. When a conflict arises, that's the time to do the human relations. You don't wait 'til the next morning. Sometimes we were up all night dealing with the feelings and the conflicts that developed. We had the teachers there. Some of the parents whose students were involved came out and spent the time with us. On the last night, we had sort of a report and feedback process where the kids, the designated kids from the three schools, talked about the kinds of things that they had been in, sort of at a campfire setting. It was really--it was just a good feeling to work with kids in that way.

During the course of the time, and I forget the number of weeks, we worked with 750 fourth and fifth graders. On the last two days of this

work, the kids came in for a day and went back home that day. We had all of the third graders from all three schools out at this campground. Trainer of trainer, the fourth and sixth graders became the trainers. They told the third graders what experiences they could expect next year when they wound up at X school in the fourth grade. It was a really good experience. Parents have been more willing to participate in the triads in that plan because of the report they got from both the students and the other parents who had participated. Now they're trying to expand it to other schools.

One problem with that, and this is an administrative problem, is that it's costly. It costs quite a bit to carry that number of people out to three overnight stays where you provide all of the meals and everything. So anyway, it's a fantastic program. It's a fantastic way to introduce kids from different social and economic, cultural and ethnic groups to one another in a controlled environment.

One of the things that we found that is really important in this whole business is giving kids an opportunity to explore themselves, their feelings, and the conditions and circumstances without feeling threatened. It's really such a fantastic growth process you are observing when you do that. All right, that's the other thing that I want to tell you about.

There are ways, if you're interested in having any of these things done, that, through the co-operation of my program with Dr. Duff's program, we could help you get those things started.

Somebody talked about choices and problems of making the decisions of who comes to the school as your staff. We just got through assisting Tucson, Arizona, to desegregate their schools. Now, one of the things that

I find with schools is that most schools don't say what they'd like the kids to look like when they leave there. One of the first things I learned when I went to graduate school was that you first decide what your broad goal is and secondly you decide what your objectives are because your objectives determine your activities. When I went to Tucson three years ago and started working with them, my work with them was saying: look, if you have some semblance of consensus across the community, what would the community say they'd like the kids to look like when they leave the school because that's going to determine what you should be doing. What's your program? If you're going through this business now of having an opportunity to modify your programs, change the schools, and bring in new staff, you're going to have enrichment money. But it's a waste of everybody's efforts and all the money if you don't know what you want to have when you finish. So we spent two years just dealing with that.

It's sort of a threat and I hate to say it, but it's fair to tell you the whole story. We went through superintendents,and I'm not sure what all happened to the rest of the people in those processes.

Those are the kinds of alternatives that I wanted to tell you about. I'd just like to leave one statement. I guess it's as appropriate for administrators as it is for teachers. There are a few people who are parents of the students who attend your schools who, in their wisdom, aren't attempting to guide, direct, and assist their child in being educated to the fullest extent possible. There are a few who aren't committed to that. There are a lot who don't know what to expect from

the school and who don't know how to get what they want or what they have as this image from the school. There are a lot of parents like that. There are a lot of kids who are being miseducated. I think it has a serious consequence for the country and for us as a people because those miseducated kids are going to be the mothers and fathers of kids ten years from now. If we're in the difficulty we're in now, and we continually turn out additional students to add to that population of people who don't know what to expect from the school and who don't know how to get it from the school, all we have is a miseducated society. There are those who know what they want and how they should get it but are remiss in those positions nor do they want to accommodate the goal. We're going to have a society that's tilted in the direction of that group of people who are illeducated, miseducated, and the system is more firmly against working with them.

So it seems to me as if it's all in our best interest to begin to do something now about those people who are going to be mothers and fathers of the future because they're going to be the ones who will be sending kids into the schools of tomorrow.

Dr. Beckam: If you don't have any other comments or questions, I'd like to stop here. Thank you.

SECURITY AND SAFETY IN A DESEGREGATED SETTING

Mr. Peter Blauvelt

This afternoon I'm going to be using some terms. I think it's only fair that we share, at least, a common vocabulary. What I want to do the next couple of minutes is a word exercise. It's word association. I'm going to write some words on the blackboard, and I want you to think for a moment the first word that comes to mind when you see it. When we have the seven words on the board, then I'll ask for your response and I'll write them on the blackboard.

The first word is security. When you hear that word, what does it conjure in your mind? The second word I want you to think about is incident report. The third word is teacher. How about the word principal? When you hear that word principal, what's the first thing that comes to mind? How about the word juvenile? Boy, we have all kinds of why's when we hear that word juvenile. How about the word juvenile court? And finally, the word conflict.

When you hear the word security, what's the first thing that comes to mind? Administration building. Absolutely. Find a safe haven. That's security. What else do we think about when we hear the word security? Safety. All right. Anything else? Comfort. Protection. Dogs. Dogs, that's cool. Dogs are secruity unless they have you by the seat of the pants. Then that's a different kind of security. What was the other one I heard? Money. When I did this one time, someone in the back of the room said tenure.

How about the word incident report? What's the first thing that comes to mind? Details. Pain. Pain, where the dog gets you, right? Problems. There's a lot more. Red tape. Last week or the week before, I can't remember

which week it occurred, across my desk back at P.G. County came a list of all the reports that are applicable at Prince George County public schools. Anybody care to guess how many forms we have in P.G. County? We have 379 forms to run the school system. Then I came along with 380 which was an incident report.

The word teacher. What comes to mind when you hear the word teacher? Now be gentle. There aren't very many of them in the audience today. Overworked and under paid. We'll give that an automatic. Professional. Anything else for teachers? Let's hear from some teachers. Door mat. O.K. what else? Leader, super.

What about principal? Authority. Leader. Sure they are leaders. Right to the administration building. Come on principals. What do we think about when we hear about you? Man in the middle. Person in the middle.

Juvenile. Young. Delinquent. What else do we think about when we hear the word juvenile? Immature. Anything else for juveniles?

How about juvenile court? Joke, love it. How many have ever been to juvenile court? That's why you say, oh. Did you have fun down there? Come away with warm, fuzzy feelings about the system? What else do we think about when we hear the words juvenile court? Waste of time is one I often hear. Frustration.

How about the word conflict? What does that conjure in your mind? Resolution. Fear. What else? Strike. Anything else? Way of life. Desegregation. Misunderstanding.

O.K. When you hear the word security, folks, keep in mind that security is a state of mind. You either feel secure or you don't feel secure. The

reason you may not feel secure may in fact be based upon an actual event that occurred in the school or it may be based upon a rumor. The trouble is that, if people are not secure, if they are unsafe, if they are fearful of being in schools, they are generally going to react in pretty predictable ways. We are going to talk about some of those ways when people are fearful and particularly when kids are fearful of being in school. So whenever you hear that word security, remember security is all in the mind. Now I grant you, if a guy's got a .45 to your ear, there's a tremendous feeling of insecurity at that time but it is not based upon a mental state. The insecurity is based upon fact, and I will give you that. So often, when we talk about security, we think of police. We think of guards and dogs. We think of chain link fences. We think of electronic equipment. We think of all these things. But we're talking about a human problem that needs human solutions. Security, we must never forget, is how we feel about something.

Now the word incident report. You were pretty gentle on that term incident report. But, if you're going to be able to predict what's going to happen in schools, you've got to know what has happened in the schools. The only way of keeping track of what's happening in the school is to write it down. You should have recieved three handouts. If you didn't, they are here on the table. One handout that you have has "Subject" written on the middle of it. When you open it, you realize that your glasses are bad because it's blurred and you can't read it. On the very last page is a sample incident report. Now that's not a very complex form, but it's a detailed form. You can have an incident report form that's a three by five card. I really don't care. What I want you to get into the habit of is writing down what happened. When

did it happen? Whom did it happen to? Why did it happen? And most importantly, what you did about it. Three weeks from now or a month from now when the lawsuit comes down and someone wants to know what you did as an administrator, you can go back and pull out your incident report and say: Hey, this is what I did. More importantly, it will allow you to keep track of the events that are going on in your school which are what we call critical indicators and what we're going to talk about in just a moment.

The words teacher and prinicpal I want to put together. Let me ask this question of you. Will the teacher or administrator who has ever had his or her first undergraduate or graduate course in college that ever taught a thing about crisis management, that ever approached the subject of school crime and violence, that ever talked about how to conduct a search, that ever said anything about probable cause raise ycur hand. Folks, I've asked that question for nine years. I have yet to have my first hand go up.

So what's that really tell us? It tells us that because you're educators, somehow you were ordained with this wonderful body of knowledge that made you know all, see all, and hear all about something that you never once received a first course in, a course that could teach you some of the skills and some of the knowledge that we have gained over the years. And that's a tragedy. And yet whom do we blame? When the press crucifies you, whom are they crucifying? They're not crucifying society. They're picking on the principal or they're picking on the teacher and they're saying: you didn't do your job. And you say: do you know what? I've never handled an arson in my life. I didn't know that hidden in that kid's collar was a stiletto or 14 bags of marijuana. Nobody ever told me to look in somebody's coat collar or to crush the jacket

rather than go through the pockets. That's a tragedy. All I'm saying, folks, is there's a body of knowledge out there that you have never been exposed to and the non-exposure really is not your fault. But it's about time that we got it together. So I really see you as much the victim of what's going on in our schools today as the kids are in many, many ways. I want to change that.

The word juvenile. Juvenile by definition means somebody under the age of 18. They're your kids and they're my kids. That's what education is all about. And yet so often we have the word juvenile to turn to when I would say delinquent. We say: those little hockey pucks. We all have pet names for those little devils. We know who they are. But they are your kids and they're my kids and that's what it's all about, isn't it. If you weren't in education, you wouldn't be here today. You wouldn't be the caring people that you are. Let us never forget that on any given day a percentage of your kids act out of behavior. I don't know what percentage, 2 percent, 3 percent, 5 percent. There are some days that I could use the 82nd Airborne in my schools. When we wrote that book, I said: do you know what I really want to title that book? Hey, Mr. President, can we borrow the 82nd Airborne a week from Friday. We're having a school dance. The publisher wouldn't go along with it. He said: it's a little long, Blauvelt; let's cross it out. But so often that's what we think about when we think about juveniles. Just remember that the other 95 or 98 percent of our kids are doing what we want them to do. Yet we spend so much time dealing with the "disruptive" kid, the one who's causing us the problems.

The term juvenile court. Oh, we get frustrated with the courts, don't

we? Somehow, when we have tried every alternative, every strategy that has ever been written, and we still have a kid who has violated the law, and we finally take that individual to court, the court does what? Gives the kid back to us. He's back in school before you are.

I did a workshop a couple of years ago with juvenile court judges. I didn't want to go. I'm a former police officer. I've been through that whole routine in Washington. I didn't have much use for the course. I felt the justices to be fuzzy headed turkeys who sit on the bench and wear a black robe, who somehow aren't helping with our problems in the street. But I went. And I talked with them. Do you know what? You couldn't turn your hand over for the difference between you folks and juvenile court judges. They are the most frustrated group of people that I have ever encountered. They said to me: what do we do with a kid who is 15 years old and has assaulted a teacher? Where do we put him. Do we send him to a juvenile facility where we know the kid is going to be sodomized within the first six hours he's in that institution or where he's going to learn how to be a better criminal than he was when we put him in? I think what we need is a little bit of understanding, a little bit of sitting down and communicating with the juvenile folks, with the whole juvenile justice system, if you will, so that the two of you can work together.

Hey, there are some kids in your school that don't belong there. And I'll be the first to tell you that. The kid who holds up the 7-11 store and blows the storekeeper away before he comes to school in the morning isn't a very productive child during the day, is he? What do the headlines read when that happens? "Junior High Student Kills 7-11 Manager." The

headline doesn't say "Male Killed 7-11 Manager." Headlines always seem to relate an incident to the school, don't they? The incident happened on a Saturday at 2 o'clock in the morning. Headlines say it's a school person. We could spend all day talking about the media. I won't because I have a problem with the media but I don't know an answer.

Conflict. Much of what we're trying to deal with is conflict. What is conflict? It can be a punch in the nose. It could be the fact that I've had my 14th coat ripped off this winter. There's going to be conflict because, when I find the turkey who stole it, an assault is going to take place. What I'm suggesting is that so often we're trying to define, we're trying to come up with solutions to conflict when we don't know what the causes of the conflict are. What I'm saying is that, when we talk about these critical indicators, which I'm going to do right now, you'll find out that any one of them is enough to cause conflict. If we're going to design programs that are going to impact conflict, we ought to understand what the root causes are of that initial conflict.

Now, I've used the term critical indicators. A critical indicator is nothing more than an event that you have determined is important to keep track of in your school.

If you were a weatherman, or responsible for predicting weather, there are certain critical indicators that you would need in order to make your prediction for the weather, barometric pressure, what's happening out in Chicago right now, and temperature. Those things are all critical indicators. Well, we have the same thing that happens in the school that we need to keep track of. Our critical indicators fall into three general

categories.

The first general category that we're going to talk about covers those things called crimes against persons. We have crimes against property, and then we have that very technical term called "other." We'll talk about those also. Keep in mind that the three categories of critical indicators that we're going to be discussing are crimes against persons, crimes against property, and other.

Keep in mind that, if your school district is going through desegregation or has just been through desegregation or is about to go through desegregation, these play a great deal of importance in what's going to happen in your school district. But let me be honest for a second. What really matters in desegregation setting is the fear the parents have that by transporting their kids to another school something bad is going to happen to them. Let's cut it one rung lower than that. What it basically is, is that White mothers are fearful that their White daughters are going to be attacked by Black males. Folks, that's the bottom line. It sure in hell was in Prince George's County. We had a group of parents who called themselves Citizens for Community Schools. The group started with four housewives meeting for coffee and ended as a group of 40,000 strong by the time they went to the order in January 29, 1972, a very potent group. Because of the fear of the White mothers at that time we decided that we had better keep track of events that were occurring in school and be able to tell parents openly and honestly what was happening. An assault was definitely an event that parents were concerned with.

An assault is a more serious event in a school than is a good old fashioned

every-day version of the fight. Now we've had fights in schools for how many years, since the conception of schools, right? School security comes along ans says: wait a minute, gang, we need definitions. We need terms. We came along and we gave them the word "assault," a word that you didn't use to often in schools. Why are fights and assaults important to keep track of? Primarily because you have to resolve them, fights particularly. Normally with an assault, two things are going to happen.

First, if the kid is seriously injured, you're going to turn the matter over to the police for prosecution. Secondly, you're going to handle that kid administratively, i.e., suspension. That's normally what happens.

In fights, however, where you have kind of equal participation, nobody is going to jail over a fight normally. In our system, you don't even have to report a fight if no weapon were involved and no serious injury resulted. You resolved it to the satisfaction of the parties involved.

Let me tell you something; you all know this. Two kids get into a fight. They are sent to your office and you say: why are you fighting? They had an argument. They shake hands, and you think it's all over. Right? Wrong. Particularly if Frank and John turn over to be Mary and Sally. Now something that Title IX has done for us and that we ought to recognize is that, when two girls are in a fight, you're going to live with that fight for the rest of the semester. It will never end.

If there is one thing that I learned as a policeman it was to stay away from domestic quarrels or any fight involving a female. You are never ever going to bring it to resolution. It's important, though, that they are brought to resolution in a school. There is a reason that that fight or that assault not be left unresolved. What happens? Some kid gets a punch in the

mouth; he's bleeding. He has lost face with the other kids in the school. They're all laughing at him. Look what happened to him. The next day, he brings a brother or a sister or an aunt or an uncle or a niece or a nephew to school with him to even the score. All of a sudden, before you know it, what started as a simple fight over a basketball game or whatever it might have been is now two warring gangs on your hands, all to get even. You can't ignore them.

The other thing that happens is that you have weapons showing up. You'll have the phone calls starting from the parents in the community about what you did and did not do. It is incredibly important to keep track of fights and assaults.

How many of you have ever experienced an extortion? What do we primarily extort in school? Lunch money, right?

Here is a true story, about my son who is now a senior in college. When he was in junior high school--which makes me 44; so you can put the pencil and paper away--every day we laid his lunch money on the dining room table. One morning I happened to go from the bedroom to the kitchen to get a cup of cofree. There was Mike at the dining room table getting ready to catch his bus. Mike picked up his 35 cents--in those days--and put the money into his shoe. I said: hey, Mike, we buy you trousers, they have four pockets. Why are you putting your lunch money in your shoe? And he said: well, Dad, in our school kids come up to you and they say: you got a quarter? And you say no. The next question is can I have everything I find in your pocket? So instead of getting into a hassle I say sure. My lunch money is in my shoe. I let him pat me down. There's no quarter and it's over with. The Chief of Security's son has a permanent limp today from walking around with 35 cents lunch money in his

shoe.

I went to the school. I really expected to walk into that school and see every other kid in the hallway with his hands up against the wall being patted down by people. I talked to the principal; I said: Tom, what's going on? Is it really this serious a problem? And lo and behold it was. Extortion was going on in the bathrooms. It was going on in the locker rooms. So we put some folks in the school, and we found a way of resolving that issue.

First of all, the kids didn't even understand that they were committing a crime. What they were doing was just a simple way of picking up money. You got a quarter? Sure or no. And they'd find it in the pocket and they'd take it.

So we explained to the kids that such taking of money was in fact a crime and that they could go to jail for such crimes. Lo and behold, when the word got out that we weren't going to tolerate that kind of behavior any more, we cut it down.

Coupled with extortion is a thing called robbery. Now robbery's a little bit different than an extortion. We've had something like 22 armed robberies this school year in P. G. County. Every robbery that we ha[illegible] has been drug related. I've had two homicides but not this year, thank God. In 1976 school year, two kids were killed. In separate incidents a gun man came onto the school campus looking for the drug dealer. The gun man wanted the money or his stash of drugs. The kid refused. The kids were shot and killed in both incidents and, by God, the total amount of drugs that each had was five dollars worth of marijuana.

You say: gee, I had a robbery today. You say: well, that's a police

matter, and I don't want to have to worry about that. But so often robberies are the result of the kids not being employed generally. I mean, what are they really coming to rob? They are really coming to rob the kids that have the money. Who are the kids what have the money? They are the kids who are dealing in your drugs. And you get the weirdest stories in the world.

A kid said to me: a guy came up to me, and he had a .45 and an attache case, and he robbed me. How much money did he take, I asked. The kid replied: $187. I said: what are you doing with $187? He said: well, you know, I have a paper route. Damn, I wish I had a paper route that paid me $187. The kid then said: well, my Mama gave me the money because I'm going to pay the gas bill this afternoon. And I said: do you really want to call up Mom and tell her you lost $187 gas bill money? And he said: no. And it turns out that that is generally what has happened. It's drug related. But again, it's a critical indicator. Why? Not only do you have to deal with the armed robbery, but you have to deal with the fact of what were they coming here to rob. You may find out that this guy could be a drug operation that's going on in the schools.

This brings me to drugs. There is probably no event occurring in the schools today that causes us more concern or anguish, more anguish, more frustration than the issue of drugs on school campuses. And we don't get much support, and we don't get much help. You call up the police department and you say: I've just caught this kid. He's got a joint of marijuana on him. I want him arrested. After the police officer stops laughing or he has hung up on you, you realize that you aren't going to get much help from the police department. And then you say: well, gee, we got the state police.

Maybe they will come and help me. And the state police say: are you really sure abo - this. We just caught a tractor trailor out on I-95. The tractor trailor was loaded with bails of marijuana. You want us to come to the school to send them an officer into the school to handle a single joint of marijuana? You don't get much help, do you? And yet most often in our schools that's the quantity of drugs you're dealing with.

Oh yes, you have your exceptions. Every once in a while, we take off the kid with an attache case. He's got maybe five or six bags, ten bags at maximum; but 99 percent of all of our drug cases are two joints or less. And the kid comes back to school and you say: what do I do with the problem. Well, we didn't do much in our school system until the second homicide. All of a sudden, it was time to sit down and write a board policy. And they did. We've had that board policy since 1976.

The board policy simply says this. It is your decisions, students, either to or not to use and abuse drugs and school property. That's a personal decision. We, as the school system, can't make it for you. But we want you to understand that we're going to do everything within our power to make the use and abuse of drugs and school property a high rise occupation. And we're going to start out by saying, first of all, if you're caught with drugs, it's an automatic five day suspension, the first time around. The second offense, you're gone for the rest of the semester. The third offense, you're expelled from the school system. If you're charged with possession with intent to distribute, meaning you have a quantity that we believe you're intending to sell, you're going to go for the rest of the semester the first time and expulsion the second time, or we can recommend expulsion the first time.

In addition to that, we are going to file juvenile petitions in each and every case, and we do. If I've got a kid with a joint of marijuana, we charge him or her on a juvenile petition. Now he's not going to get into court. We know that. But we want the mothers and the fathers to be involved in that process. We want to impress upon the kids that we're dead serious about the matter. Don't talk to me about marijuana being a recreation drug. Have you heard that term? Recreational drug. Wonderful. Is that like putting on a pair of swimming trunks and going swimming? How the hell is it recreational when it's against the law?

See, we lied to kids. When we first started trying to deal with the drugs on school campuses, we really lied to kids. I don't know that we did it intentionally, but we really didn't have the facts. We gave kids this great, long list of what's going to happen to them if they smoked marijuana. For girls, your thighs are going to get fat. For guys, your ears are going to turn green and drop off. What did the kids have that we didn't have? They had the greatest laboratory in the world, didn't they? They had what was happening to each other. He looked at his girl friend. Her thighs aren't any fatter than they were yesterday. And she looked at her boy friend. His ears didn't turn green and drop off. We lost our credibility with kids. The only drug, back in the sixties, that the kids paid attention to us on was LSD. And I say that they may not have paid any attention to us, but either they saw themselves or the people around them tripping out on LSD and not coming back. And that was a very serious kind of thing.

The drug that scares the living hell out of me today is PCP. Washington, D.C., and its surrounding areas, which is us, is supposedly the PCP capital of the world. For a $225 investment, you can retur. $25,000. That's pretty

good incentive, isn't it? It's a drug that kids have no recollection of after they've taken it. That's the bad effects that it's had. The police caught a kid, a 14 year old boy in prep school. He had cut school and was in the process of destroying the third house in Beltsville, Maryland. He was apprehended by a father who walked in as the kid was chopping his Mercedes apart with an ax. The kid had no idea where he was or what he was doing. That Mercedes could have been a housewife. It could have been another child. It could have been anybody. And so the thing of it is, folks, that we don't have the luxury in schools of being very liberal or being tolerant about drugs.

The fascinating thing that we also found out is that the kids would accept the policy so long as they knew what the ground rules were going to be, and that, by God, the rules were going to be enforced uniformly. I don't care what one of our 20 senior high schools you're in or what one of our 41 junior high schools you're in or what elementary schools, if you come to school and you're caught with drugs, punishment is going to happen. It's probably the only rule or regulation that I think is probably 90 percent uniformly enforced in P. G. County of all the rules. And God knows we have got enough rules and regulations to sink a battleship. But that's one rule that we have bought into and the kids believe in.

A word now about sex offenses. When I was in Washington, I was a detective for the last four or five years of my career. I spent the last three in the sex squad which my wife always said was really good planning, being kept there so the department could never find me. I thought it was very kind of my wife to say that.

Sex offenses are something that happen every day. Our kids are prone

to that kind of event every day. Yet we so often don't want to talk about it.

Another true, true story. Elementary school. This school year. Kindergarten child. She is out on the playground during recess. She asked the teacher on duty: can I go to the bathroom? The teacher says O.K. The child takes the most direct route to the bathroom. Going to the bathroom, she encounters a custodian in the building. Now this is at twelve noon in the school. The custodian is a special education youngster who was born normal but about the age of eight or nine went into a diabetic coma for 70 days and suffered permanent brain damage. All right. He has been now reenrolled in the school, and the school has him on a work program to try to find for him some manual skills. Anyway, the custodian grabs this little kindergarten girl and drags her into a bathroom. Three sixth grade boys view this and follow them into the bathroom. Lo and behold, this custodian has pulled the little girl's pants down. He tells the kids: don't you say a word and get out of here. The three boys left, and they never said a word to anyone. The child was released. She went out. Her next period was P.E. She went to physical education and didn't tell a soul. And she came back into her classroom the following period. Now it's an hour and a half later. She immediately went to her teacher. She was so proud I'm told. She went to her teacher and said: you know what? The custodian put his penis in me. Do you know what the teacher's response was? Mary, I don't want to hear that kind of talk. You go home and tell your mother about that. Now you go and take your seat. This woman was 40 years old, this teacher, and that's what she said. And that's what the child did. She went home and told her mother.

Of course her mother called the school, and we got into it. But we

couldn't have prevented that event from occurring. Honestly, I don't believe we could have. There was nothing in that custodian kid's background that indicated that he's that way. But to have had that kind of a response from the teacher really, really concerns me. The trouble is that we so often don't want to admit those things happen in school. We have a tremendous tendency to cover them up or to say: I can handle it administratively. Well, folks, you can't handle a rape administratively. You can't handle sodomy administratively. You can't handle a child molestation case administratively. The police have got to be involved.

One more word on sex offenses. If a child comes to you or to one of your school people and says: I have been raped or somehow conveys that knowledge, for God sake don't everybody sit down and question that child as to what happened. We have this insatiable need for stories, and we ask kids the inappropriate questions. What you should do is to isolate that youngster with an adult. Call the police and the parents, and let them handle it from beginning to end.

Audience: I wonder if you planted a subtle seed in our minds which is that the retarded person might be the one that has the problem.

Mr. Blauvelt: No. God knows. I'm sorry.

Audience: You told that part of the story that was not necessary for the outcome.

Mr. Blauvelt: I apologize for that. I really did not mean that. What I was trying to say is that the whole thing was a tragedy. The boy was a tragedy and the whole thing. I apologize for that. I certainly am not implying that. And I'm glad you raised that because, if you had that opinion, maybe somebody else in the audience thought so too. Please understand, folks, that is not

what I'm saying.

Audience: I hear that no one else had it, but I felt that way.

Mr. Blauvelt: I'm glad you brought it up because I wouldn't want you to leave with that opinion, please.

I want to talk about weapons. What do we teach kids in elementary school? We used to have a little game that we played with kids called show and tell, didn't we? John and Mary bring something to school to share with their classmates. They bring a little doll or a rubber ball. Well, when the kids got into junior high school, they couldn't bring little dolls and little rubber balls. What did they end up bringing most of the time? They brought weapons to school. I maintain that most of the weapons that show up in our schools are brought strictly for show and tell. I'm not saying we don't have them used occasionally in a demonstration, but that really wasn't what the intent was. The rascals bring them in; a kid can't have a knife or he can't have a gun without showing it to somebody, can he? One thing about kids, they can't keep quiet. We know that. So they show it to somebody. I don't think there's probably a word that scares the living hell out of a principal more than: there's a gun in your school. Somebody has brought a gun this morning to your school.

That really shoots your whole day, doesn't it? The idea of skipping out a little early for nine holes of golfing isn't going to cut today, is it, until we find out if there's a gun in school. Now maybe the Chamber of Commerce wants to visit the Board of Education that day or have a meeting or come to listen to us talk. You got to find the gun. You can't let a school day go on with somebody out there whispering that there's a gun in the school. You

don't know if it's real or not. You don't know if the kid who has brought it has the intent to use it or not. So you spend all day running it down. Lo and behold about 4 o'clock, when you can't walk another step and you've opened your 912th locker, there it is. That wonderful cap pistol. Or that plastic replica. Or that starter pistol. Or, a real live gun. Now what do you do when you find a real live gun? Shoot yourself? No, not really. Is this thing loaded or not?

I have got to tell you a story. Actually, it's an observation. Every principal and every assistant principal should clear the bottom right hand desk drawer. The sins of the world are contained in the bottom righthand desk drawer. You don't want thieves to get in to the safe. Yet after a burglary you find out that the only thing that the culprits ripped off was the bottom righthand desk drawer.

If you come across a gun or drugs or other contraband, the easiest thing is to pick up that phone, call the police and say: hey, I've recovered this thing. I want you to pick it up. You don't disclose the thing. You are no more legally entitled to possess a gun or an ounce of marijuana or a hit of speed than anyone else. We do give you a little liberty in the fact that you've collected it as an administrator. We aren't going to turn around and charge you.

Audience: I think some people are a little gun shy of making reports to the police about certain things because anything that gets called into the police goes over the radio. And it's not to say there should be a Watergate or a cover up of what's going on in your school. We sometimes lose control of that particular aspect, and our brutal experience with the press is big.

We just get smeared all over the place when something happens at our school.

Mr. Blauvelt: Yes. Yes. Let me give you what I would suggest. My guess is that even in Philadelphia you have a precinct house. I don't know how the police department is divided, but the police don't necessarily come from across town to respond to calls. You must have a district headquarters or something. You guys and gals should go in or invite that precinct captain in for a cup of coffee and say: captain or lieutenant or whoever that is, here are the situations. Can I call you personally on the phone? Would you then send a car to the school without the call going out because of what my experiences has been with the calls going over the radio. I think the police department will, by and large, honor that. I know what happens. You pick up that phone and you call. You get the dispatcher. And they put out: go to P.S. 37, they have a gun. Man with a gun in the school. The man with the gun is the principal. There are then 87 cars, red, white, and blue, the whole thing going. What the hell is this? I just came to pick up one lousy gun.

With weapons, though, you've got to work with kids. And the kids have got to understand that they can't carry those things.

Did you get hit with those things called inchucas, the killer sticks? Remember those things with the broom handles that the kids used with the rope between them? Well, a good set of chucks, as the kids called them, are deadly, deadly weapons. They are capable of exerting 1,800 pounds of force per square inch. You know how many pounds of force it takes to break a bone? Six. Talk about the potential for overkill, the kids had it with chucks. When chucks first came out, they were not illegal. You could have a set of chucks. Every kid in junior high school had a set of chucks. He would walk down the hall. That kind of thing was the cool thing to have. We

also formed a soprano choir because, if you're not very careful with a set of chucks, the baritones become sopranos, don't they? I almost became neutered one day trying to take a set of chucks away from a kid.

We went to the State's attorney and finally got a ruling that chucks were illegal. We collected them by the bushel basket, took them to the dump, and burned them.

I used to say to parents at PTA: look, if you want to know if your son has made a set of chucks, go to the broom closet. Close your eyes. If you normally reach here for the broom handle, and it's now down here, he has made a set of chucks.

There's another thing that we need to keep track of, another kind of critical indicator called trespassing. I would like to make a movie sometime. I'd make a million bucks. Everybody would want to find out who is the trespasser? The kid you threw out of school yesterday? Nine times out of ten. Or which of your neighboring schools threw him out? It's a fascinating thing, isn't it? We spend all our time trying to keep kids in classrooms and those we throw out of classrooms won't stay the hell out of the school. We're doing something wrong somewhere along the line, but I don't know what it is. If we could keep those out that we want out and those in, we'd have it made. We blame a tremendous amount of our problems on trespassers, don't we? Now they are unwanted guest. Sure they are. But so often what we find, when we have a school that has "a tremendous trespasser problem" and we've gone in there and done a security sweep of the school in which we've involved administrators, teachers, and so forth and we come out, what we have really found is that it's kids out of class during the day, that they are only students. At a

senior high school one of our high schools in P. G. County, I had teachers getting ready to go on strike or walk out of that building because of teacher assaults committed by outsiders. I turned to my investigator.

In my department, I have 36 investigative counselors. They are men and women who have law enforcement backgrounds, but we don't carry weapons. We are board employees. We don't wear uniforms. Anyhow, I have 26 of those assigned to individual secondary schools and the other ten assigned to geographic locations so that every school in the county has an investigator who has a responsibility for it. So anyway, I contacted the investigator at the school and said: Hey, Mac, what's going on. I hear that the teachers are getting ready to walk out at the school because of teacher assaults. He said: he, we've had two all year.

So I went to a faculty meeting at the school. I knew I was in trouble when I walked into the room. The principal was sitting with the teachers. That doesn't happen very often. Normally, the principal sits here and the faculty over there. This time the principal was sitting with the faculty. There was one chair in the middle of the room. You know who that chair was for? Peter was going to sit in that chair. The principal said: O.K., Blauvelt, what are you going to do for us? I didn't have a very bright idea that day. Thank God it was on a Friday. But the story was that it was the trespassing. So we came up with an idea over the weekend.

Assign five security personnel, five teachers, and five administrators. After class started, they would sweep the halls during class time and stop every kid they found in the hallway and ask for his pass or an identification and find out who and what they were. This happened in March of last year. The first 16 days we made 3,900 stops in the hallways during class periods,

3,900 stops.

We brought in some resource people who worked with teachers on the idea of hall passes and so forth. We found that it wasn't outsiders at all. Now when you go to that school, you can pick up an outsider just like that, at least during classtime, because he or she is the only one out there in the hallway. It made a tremendous difference at that school.

Let's talk about crimes against property. The first one that scares the living devil out of me, folks, is arson. Now arson is the intentional burning of property belonging to another. Get out of your mind the fact that an arson has to burn a building to the ground. How many of you have experienced trash can fires, paper towel dispenser set on fire, sanitary napkin dispenser in the girls' bathroom set on fire? And we say, you know, those are annoying kinds of things. What we now do is call the custodian. He puts out the fire and that's it. That's the end of it. Well, let me tell you something, folks. That may be all there is to it, but if other events have occurred in your school, then the little tiny fires are a critical indicator. If you have racial tensions in your school, if you have had hate literature appear in your school, or if you've got a kid who is merely practicing, well, what is the big fire going to look like? A kid starts out by setting a trash can fire. That has happened. Not only do you have to keep track of the fire, but you have to report the fire. I know.

We have the finest fire department in the world in Prince George's County. And you say: look, gang, we had a fire. It was in the trash can. We put it out. We don't want a bunch of hoopla; we just want to report it to you. Thank you very much. Three minutes later you can hear the fire fighters in the background, sirens, red

lights, hook and ladder trucks, everybody flying to the school to carry out this smoldering trash fire. Kids have all filed out of your building by now.

I don't know. I've worked with fire marshalls but I can't get it through their heads that they don't have to send nine pieces of apparatus to the school to respond to a trash can fire. Nevertheless, we've got to report it. You have to keep track of those things.

Now consider bomb threats. Do you think generally that the bomb threats have gone down or up?

Audience: Down.

Mr. Blauvelt: Why have they gone down?

Audience: It's not popular any more.

Mr. Blauvelt: It's not popular any more. Why is it not popular? Do you normally evacuate buildings? We found that once you stop dumping the schools everytime that little voice said there's a bomb in the school and it's going to go off and the caller found out you were'nt going to dump the school, persons stopped calling in bomb threats. Is that true out here too?

Audience: Yes.

Mr. Blauvelt: O.K. Now let me tell you an honest to God truism. When I was with Len's group in the other room, he asked how many of you were administrators and how many of you were decision makers. The hands went up and then went down real quickly. There is one case in which you will always be the decision maker, folks. When you have a bomb threat at your school, no one is going to relieve you of the responsilbility of making that decision whether or not you're going to evacuate. That is yours and yours alone to make. A principal called me up and said; gee, Pete, we had a bomb threat. Should I

evacuate? I said: John, let me tell you something, my friend. You're there on the scene. Only you can make that determination of what you are going to do.

Why are we that way? You can look at all the bomb data that the FBI puts out, and you'll find out that bomb threats never precede a bombing. Now it just doesn't happen. Well, there's always going to be that time when you're talking to John on the phone and you hear "bomb" in the background. John's going to know at that moment that he made the wrong decision.

Now, 99 times of 100 you're not going to evacuate. Let me give you a true story or an example of a time when you may want to think about evacuating a building. What about a Monday morning when you come to school? No, not Monday, that's too easy. Remember, Monday is not a good bomb day. When would the culprits plant the bomb, Friday? You have to figure that most bombs using a Timex watch, have a maximum of 12 hours. If the bomb had a military clock, it could go 24 hours. But no one is going to go to the extent of buying a 48 hour clock. So forget that one.

Let's say it's Tuesday morning. You come into the school. The custodian says: hey, Mr. Principal, someone has come into the school. The back door was broken in. O.K. You ought to know that last week you had some racial tension in the school. You know things were not going right. Maybe you even found some hate literature on campus. Then about ten o'clock that morning your secretary gets a call. She immediately runs out into the hall. The only reason we speak of this in this way is that it really happened. This is true. I had a secretary race into the hall yelling: bomb in the school. That's not a good way to evacuate the building at all. In such a building evacuation there were no women and children first. It was admin-

istrators out of the building first.

Anyway, back to the scenario that I just set up for you and the bomb threat. It's just not a giggly little voice on the other end of the phone. You have to think about it, folks. Now you say: hey, something might be up. Someone was in the building. There is a very good possibility that a bomb was set. I've got tensions in the community that would provoke such a move. Let's be very honest, folks. You say: hey, we're going to search the building. Right? You could start in September and end in June and not really search a building. There is no such thing as conducting a bomb search. You look in the most obvious places. Is there anything out of order? Is there any reason that we should dump the building? The best thing to do if the caller says the bomb's going to go off is to evacuate the building. Call the bomb people and the police department. Let them handle it. Then wait that half hour after that call. If it's going to go off at ten o'clock, you wait until 10:30 and then go back in.

I want to talk about a few things very quickly. One is burglary and one is larceny. The reason that I'm differentiating between the two, folks, is that burglary is property that is stolen in the night time when the building is legally closed, but larceny is the stuff which is stolen when the school is legally open. If you design a program to combat burglary or to protect the school property and you put an alarm system in but all of a sudden you're still losing property, what's probably happening is that the property is going out during the day time. There are six critical time periods in a 24 hour clock when your schools are most vulnerable. During the day time is obvious. Consider that period right after school, your afternoon activities,

when adult presence in the building is extremely low. You have a custodian on duty, you have a few teachers around and maybe a coach. The coach might be out on the baseball field. So he's not much of a security for your building. Then you have the evening time when the PTA and the Boys' Clubs come in and use your school. The alarm system is not turned on, and you're losing your property right and left.

We turn now to vandalism. Everybody is bugged with vandalism. I normally use the word vandalism on the board up here. The response I get is money, the incredible cost is vandalism. Because of the cost of vandalism, I wish I had the time to do a whole unit with you on vandalism, but my concern is the social cause of vandalism. Remember, gang, that there are three kinds of social causes that I'm talking about. One is the impact than an act of vandalism has upon the educational program. Somebody goes into the school's library. That person destroys the school's library and destroys the A.V. equipment. You cannot operate the school.

We had a school in Alexandria, Virginia, a special school for the hearing. Vandals went in and destroyed all of the special hearing equipment. For one solid year, those kids had no program at that school.

The second kind of social cause is the impact that an act of vandalism has on kids. Here's another true story about an elementary school. Two weeks before Christman, two junior high kids got in and destroyed all of the projects that the kids had been working on in the third grade classroom. The intruders didn't touch any other part of the school. They went in and even tore the legs off the hamsters and threw them on the floor. They busted up the fish tanks and let the fish die. They carved up everything. Everything that

the kids had worked on, the vandals destroyed. As luck would have it, we didn't have an alarm system in the school. There was a substitute teacher that day, which meant that the women who came in was late. The kids reached the classroom before an adult arrived. The kids saw what had happened to their Christman projects.

I went to the school. A little girl came up to me. She was a third grader. She had tears in her eyes. She asked me why? Why did it happen? I didn't have an answer for her. And all of a sudden, I knew that, no matter what it cost monetarily, the cost to that child and the other children in that classroom I couldn't put a price tag on. I said at that moment that, by God, vandalism wasn't just broken windows. Vandalism is also broken hearts. Vandalism also destroys dreams. Therefore, there were things that we had to do to make sure that those events never occurred again.

The third kind of social cause is that vandalism is directed at identifiable kids. Only Black kids property is vandalized. Only the White kids property is vandalized. Only the kids from the east side of the tracks. I don't care how the kids are grouped or how the kids perceive that group; nevertheless it is only their property that is being vandalized. First of all, most schools don't pay attention to the vandalism because it's private property. But, if you don't pay attention to it, what turned out to be a property crime is going to end up as crimes against persons because those vandalized kids are going to seek revenge.

Another category of critical indicators obviously important to keep track of is rumors, which can drive you right up a wall. You've got to run those things down. A tremendously effective way of involving kids is in rumor

control centers where they are dealing wiht actual information.

The last indicator that I want to deal with and one that you may have had some problems with already is people that wear socks eat worms. I'm using that as an example of the presence of hate literature on school campuses. Have any of you ever seen The Boat Ticket to Africa? It's put out by the American White People's party, the good old American Nazi party that we have in Arlington, Virginia.

Let me tell you that we had this show up in our schools. We had it show up periodically. It's the most obscene, ridiculous thing you'll ever meet. What happens is that it shows up in a senior high school or a junior high school. You're immediate response is: my God, let's get this material all together. and bury it. Let's forget it. Id didn't even happen! Wrong. You're wrong because, by the time you find out about it, 90 percent of your school population already knows about it. When the material showed up in one of our high schools, the principal took that material to his teachers. The teachers took it into the classroom and examined it for what it was. They looked at what propaganda is and how words excite people and what emotions the literature was driving at. What could have been a tremendously disruptive act in the school turned out to be an incredible learning experience.

The literature is rather crude stuff. The stuff being put out today, which I don't yet have a sample of, is much more sophisticated. It's being put out by the Ku Klux Klan. It is better printed. It is more intelligently written, if you will. But the bottom line is still the same. Be on the lookout for it. It's going to show up. It's already shown up in Pittsburgh. Last week when we were in Pittsburgh doing this workshop, somebody came to

me and said that Pittsburgh already had it there.

Those are critical indicators. Those are the kinds of events that you have to keep track of that's going on in your school. Now I know you have a school security department here in Philadelphia. I know perhaps much of what I have said, you say: gee, we already have a department that takes care of that. Even knowing that, I thought perhaps we needed to review for you or with you. Sometimes we lose track of why it's important to keep track of certain events. That's my opinion of why they are important. You can do the job of keeping track if you really understand that you need that information in order to keep you in control of what's going on in your school.

I want to touch briefly on the handouts that you have. You have an action plan and a Summary of Student Security Advisory Council.

The security action plan is a dynamite way of dealing with security issues in your school. I want to make a statement. The statement is that in order to solve a problem often you have to give up ownership to that problem. In order to solve a problem, you've got to be willing to give up ownership to that problem. All I'm trying to say, principals, is that being a principal does not mean that you have to have every answer to every problem. So often you get isolated when you don't let into your circle other people who can help you solve some problems. You have an incredible array of resources in your building. You just don't quite know how to look at them from the custodians to the cafeteria managers to the health aides to the secretary.

The most important security resource in any public school is the kids. All you got to do is know how to involve them, and they'll be the greatest resource of information that you'll ever have. That's what that other document

is about. It's called the Student Security Advisory Council, an outline. If any of you would like any more information on it, give me a call or write to me. I'm just not going to have time to go through it today.

We have covered a lot of ground in an hour. Thank you.

SPECIAL STUDENTS CONCERNS: COMMUNITY ADVOCACY PROJECT

Mrs. Gloria Grantham

The issues, the problems, and the situations that I'm talking about are, in fact, peculiar to our location. I do want to keep that in mind.

I will explain the objectives of our program. First I do want to talk just a little bit about New Castle County School District. We desegregated in September of 1978. We have completed one full year of desegregation, and we are midway through our second year.

We had 11 school districts that merged so that we have one school district. It's truly metropolitan in that the city of Wilmington, which was predominantly Black, with ten surrounding county districts which where were predominantly White, went out of existence. In its place is what we have in the New Castle County School District. We have around 63,000 students. We have a school board that was instituted solely for the purpose of implementing desegregation.

Also, we're under court order to desegregate, which, I think, is different from Pennsylvania where you are basically responding to the Human Relations Commission. So the very force of our legal mandate in Delaware paved the way for citizens to be a little more responsive to the court order. I'm not meaning to imply that they were pro deseg. They were not. Basically, the citizens elsewhere, both Black and White, were not exactly pro deseg, but they were not anxious to violate the law. So I think that Delaware, in this point in time, does hold the record for the Number One most peaceful history of desegregation.

We have 100 schools in New Castle County. Geogrephically, we are divided into four attendance zones. In each of these four attendance zones is

a superintendent. We call him the area superintendent. We refer to these four areas as Area 1, 2, 3, and 4. The area superintendents report to the district superintendent, the district superintendent of the New Castle County Schools.

Also, the population reflects an approximate 20 percent minority, 80 percent majority. As a result of our court order, each of our 100 schools reflects that ratio in the schools. All of our schools and all of our classes are supposed to reflect that ratio. There are some issues and circumstances that are supposed to prevent that; but, basically, our 100 schools do reflect the ratio of 20 percent Black, with a handful of Hispanics, to approximately 80 percent White. There is no predominantly Black school that exists now in New Castle County.

I am with the Special Students Concerns Project. Our project--we're a Federal project--was funded for two years under HEW. Our funds come into the State of Delaware through the State Human Relations Office. We have 28 State Commissioners.

In our particular court order, the judge did not call for an external monitoring group. But what he did call for was the creation, in the district itself, of a Human Relations Department. That left no external group. The State Office of Human Relations assumed that responsibility. Our project operates under them. It's not that we assume the responsibilities so much for the monitoring, but our chore from HEW was to gather statistics. Actually Student Concerns is a research branch. We did gather statistics on the first year of desegregation in New Castle County in terms of minority group students for disproportionate suspensions and other disciplinary actions that were

against minority students. So this is from the point of view of the project. What happens to minority groups in an area of desegregation? National statistics reflect that, very often, there is a suspension rate of a ratio of 1 White to 8 Blacks.

Washington is saying look at all of this in other areas, go in, gather the statistics, once you have them come up with some objective reasons for this. After you do that, see if you can develop and implement a program that will reduce the number of disproportionate minority students being suspended. So that's basically what our project is about. So we're going to take a look at discipline, academic achievement, and community involvement in terms of the Special Student Concerns Project.

In your handout on page one, you have basically our objectives. I'll go through those very quickly. In a sense, it's almost discriminatory because we were funded and ready to go into operation on September 11. That was the first day a court order went into effect in the district. So there was not already a disproportionate rate of minorities' suspensions. But we were funded and ready upon implementation. Our project is unique in that sense. I think there are about eight Student Concerns projects operating right now across the country. They have been in existence for the last 12 years or so looking at areas that have been desegregated.

But what has happened with all those projects is that they have always gone in either a year, two years, and sometimes even three years after areas have desegregated. And then they try to put the parts of the puzzle together to find out what was the problem. We were unique in that we were funded and ready to go when the doors opened and the buses rolled. And what we were to

do was to identify probable causes for the high incidence of disproportions. And how were we to do that? By analyzing the New Castle County School District, student enrollment, absent files, suspensions, expulsions, other disciplinary records, and other pertinent existing data. We were also to identify and analyze state, local, and school policies, procedures, regulations, and rules which may bear upon the disproportions and to gather observational data and interviews with teachers and other people.

As a result of the nine months that we spent last year analyzing the district, looking at the files, and looking at suspensions and the disproportions, we did write for HEW what we call an interim report. This is the first year findings of what happened when New Castle County desegregated. I'm going to share the highlights of this report with you briefly. I'm also going to talk about what we hope to do in our program to deal with some of the problems and concerns that we found.

When we started, the first thing we did was to gather a data base so that we would have something with which to compare our findings. We went back to 1975-76, when all of our districts were intact, when there were 11 school districts. This was before reorganization. We wanted to take a look at what the disciplinary situation was like when 11 school districts were intact. This is for 1975-76. But it pretty much still reflects the total population. In 1975-76, in terms of the Black-White population, it still pretty much reflected what we have in our situation today. In other words, in 1975 before any formal desegregation took place in the county, the suspension rate for the 11 districts overall was 25 percent Black suspensions. What I'm trying to show here is that the Black suspensions at that time overall were 25 percent, 72 percent White

suspensions. There were more White suspensions. It pretty much reflected the population.

But then move to 1977-78, our second year of voluntary transfers. Here was an effort not to have to go to court. So we had the freedom of choice situations. We had many minority kids bused out of the city of Wilmington into the county.

Let me go back for just a minute and explain something to you about what happened in the busing situation. I think I said to you that the city was predominantly Black. The ten surrounding areas were predominantly White. All schools now reflect the 20/80 percent ratio or very close to it. What we would expect then is that the number of disciplinary actions would also continue to reflect the population. And it did in 1975-76.

During 1977-78, the second year of voluntary transfer, we had a large number of kids leaving the city schools to go into the county schools. But over all 100 schools and 63,000 students that went into deseg, approximately six came from the county to come into the city schools. So you see our voluntary transfer plan just didn't work. There was really nothing in the city to attract the county kids to come in.

But then if you look at this past year--and this is court order desegregation. this is 1978-79 school year--if you look at 1977-78 with the influx of city children into our county schools, the picture started to change a little bit. The suspensions represented 35 percent for Blacks and 63 percent for Whites. Then if you move into total court order desegregation, 1978-79, you can see that the Black suspensions rose to 48.5 percent of the total suspensions and the White suspensions represented 49.9 percent. So the Black suspensions

were going up and the White suspensions were coming down. We called this over and underrepresentation, overrepresentation of minority students and underrepresentation of majority students.

I want to take a look at length of time that students are suspended. What we did in the schools was to go in and to look at disciplinary actions in terms of suspensions and expulsions, corporal punishment, recall into the courts, detention, and the social or nonacademic extra curricular probation kind of thing where schools denied students participation in extra curricular activities as a result of behavior. We also looked at academic penalization of the case for their behavior, etc. We tried to take a very close look at all of these things and to come up with some findings.

We collected statistics on Area 5. Area 5 is basically our special education area. We have about five schools in this area. One is for the hearing impaired and one for the blind. All of these schools represent Area 5. Areas 1, 2, 3, and 4 are the areas that we have divided into attendance zones.

When we desegregated the 11 school districts, we took Wilmington which sat almost in the middle of the whole situation, a chunk of Wilmington. What happened was that Wilmington was divided into three chunks. There was a small area that was about half Black and White. It was called the De La Warr School District. It's like a piece of Wilmington. That area desegregated also. So we took a chunk of Wilmington and a few districts and we made them Area 1. Another chunk of Wilmington with other county districts for Area 2. We did this for Area 3, too. And then the small area with another county section we called Area 4. There is something interesting about Area 4. We said that Area 4 basically did not go under desegregation; they simply went under

reorganization because the socioeconomic status of the Blacks being bused into that area and the Whites being bused into that busing pattern was very close.

Where we did find many, many problems--and we do attribute much of this to socioeconomic status--was in Areas 1, 2, and 3. We found lower socioeconomic Blacks being bused into the highest SES area. That was in Area 1. So that did bring on some of the problems.

Let's look at average number of days of suspensions. We found that in 1977-78, in every attendance area, minority group students were suspended for longer periods of time than White students. Blacks were suspended for longer periods in Areas 1, 3, and 4. Hispanics were suspended for longer periods in Area 2.

Let's take a quick look at reasons for suspensions. We had one code of conduct for all 100 schools. But in addition to that code, each building had what they referred to as their building level code. In many of the elementary schools it was more or less just a handbook. But the secondary schools, from seventh through twelfth, had a building level. These were violations that would occur simply because of that particular building, how it was laid out, and how it was arranged. We collected all of those and analyzed those. We analyzed them in reference to the county code. We analyzed the county code in reference to the state law and then the Federal laws in terms of students' rights and responsibilities.

What this particular chart shows is the ten leading reasons according to the county code of conduct for students being suspended. Eight of the ten reasons are the same for both Black and White students. There are four that

are different, two for Blacks and two for Whites. The greatest rate of disproportions between Black and White suspensions occurs in subjective or vague categories such as defiance or general disruption of the orderly educational process and insubordination. These offenses are vague. They can mean anything from, maybe, a certain look that you have to actual defiance. If you ask any one basically in any of the 100 schools, you get so many different answers.

What we found also as one of the reasons for this category is the level of sophistication of students dealing or having their needs taken care of.

Just an example on that. We found this in some instances. A White teacher asks a White student--this is junior high school--to pick up a piece of paper that was on the floor in her room. The White student says: I'm very sorry, Mrs. Jones, I didn't drop it. I don't feel that I should have to pick it up while someone else is throwing trash on the floor. The teacher asks a Black student to pick up the same piece of paper. The Black student tells her to pick it up her damn self. The paper was still on the floor. The Black child was suspended; The White child was not.

There is a certain amount of sophistication that you'll find very often in White kids dealing with White teachers versus Black kids who come from the inner city. This really is not a Black-White situation. It is an urban-suburban situation. City kids act differently.

We have two theories as a result of this project. They are only theories, but they are that city kids act differently than county kids. They do. There's no doubt about that. But there is also a reaction difference. This is in terms of dealing with kids. City kids act differently, but also the reaction

of the teacher is different in terms of dealing with the city kid's behavior. In our situation, the city kids just happen to be predominantly Black kids.

Defiance was the leading reason. We had 1,295 Blacks being suspended for the term "defiance." It is the fourth leading reason for White students. Fighting was second for Blacks, fighting was the first for Whites. The reasons are pretty reflective all the way down, with the exception of simple assaults for Blacks and stealing as opposed to profanity and general disruption. General disruption of course is very low on the White. And general disruption is number four for the Blacks. All of this tells us a lot about what's going on and where we need to zero in on trying to find some solutions.

In Black-White ratios of suspensions we say that there's a reaction difference and an action difference. We found this by being in the schools last year and looking at what was going on with interactions between teachers and kids. Our code of conduct says that students cannot be suspended for more than ten days unless they are being referred for expulsion. Usually, the total days for student suspensions was five days or three to five days. Very often, they were for one day. But generally it was from three to five. We could almost say this was because of reorganization and because of desegregation. I don't mean to imply that everything happening in New Castle County was crucial and unfair. When we took an objective look, that's exactly what we came up with.

I'm giving you statistics on the findings, but I also want to back this up with some substantial situations that all contribute to the disproportion. And I don't mean to imply, in any way, that it is 100 percent student-teacher Black-White interactions. However, we found last year that teachers stopped operating in terms of classroom management.

When desegregation went into effect and reorganization, teachers were reassigned. Students were reassigned. Administrators were reassigned. Many of the administrators assumed new kinds of positions. Everything that was intact the year before reorganization was all of a sudden not intact any more. The principals knew in their earlier districts, when there were 11 districts, whom to pick up the phone and to call for questions that they needed answers for. They knew whom to go to. Directors knew that. Students knew that. Teachers knew whom to go to, too.

Once reorganization went into effect, with 100 schools, one superintendent, and one district office located someplace it had never been before for any of the 11 districts, everything became chaotic. There were also some 112 new positions created as a result of a totally new department within the district which was the Human Relations Department. For this reason, no one could get answers. Principals called directors. The directors, who had been put into new positions, were reluctant to take a stand on things that might have created friction. Principals no longer knew where to go. Teachers didn't go to the principals. Instead they went to the kids in their class. The kids' parents called up the board members. The board members called the legislators. Finally, it got back to the principal, and he was supposed to handle it. Everything was so chaotic. The teachers were really worried. They knew they had no one to go to. Their kids were misbehaving. The kids were learning on different levels in the classroom. Everybody was facing problems.

In Delaware, because of Wilmington's being predominantly Black, there was very little interaction anyway between Blacks and Whites. Blacks lived in the city. They did everything in the city. The Whites did the same thing

in the county. Whites did not come into the city of Wilmington. There were many myths that, if you went into the city after five o'clock and didn't get a bus out, you'd get stabbed or raped. So they didn't come in. They created all kinds of beautiful malls and roads. They didn't have to come into the city. Right now, downtown is in the process of coming back. In progress is the building of a new mall downtown. The majority of Whites in the city work for the large corporations like DuPont. So we do have some.

But we did find that Black kids in the city, just before desegregation, were a majority. They learned to be minorities for the first time when the buses started rolling. When they got on the buses and went out and when those who lived in the county received them, there were only the myths, the rumors, and all of the things I have ever heard. And now here it is. I already expect that something wrong is going to happen. And as soon as it does, I see it; it's exploded and people stop really managing their classes.

We have an example of a teacher and a ninth grade class. The Black kid wanted the window closed, and the White kid wanted the window open. Instead of the teacher managing that situation, she closed the window. She felt it was a compromise. As far as the Black kid was concerned, the window was still open. Any other time that teacher probably would have decided what was best for her classroom. If she wanted it open, she would have left it open. She would have told the kid that, if he were cold, to move his seat. All of these techniques and things disappeared because everyone was very uncomfortable and unsure.

In addition to that, after two months of implementation of the court order, we did have a lot of teachers who were very dissatisfied with their new

assignments. Many teachers lived in the area where they taught before. Now they had to drive 20 or 30 miles into another school district. In addition, two months after implementation, we had a teachers strike. The teachers were out for six weeks, and everything was chaotic. At that time, Black suspensions did go up because White students stayed at home and Black kids went to school. There were a few teachers who did cross the picket line. Things were really chaotic in January. All of this has an overall reflection on what happens, too.

We had, in our code of conduct, administrators and principals say to me all the time: yes we have a disproportion, but it's fair. We're suspending these kids, but it's legal. Turn to page 22 of the code of conduct and there it is. And why are you saying to me what can we do about the disproportions. Any rule that is written does require some level and intelligence. I don't mean to imply that these administrators were not intelligent. However, I did have one case where a kid was suspended 19 times in one school year. Now obviously, suspension was not the answer. It wasn't the answer to that child's problem.

I want to show you a chart of total numbers of Black students enrolled in a school and total numbers of suspensions in that particular building. I have covered the names of the schools. Let's take this particular school. There are 400 Black students enrolled in this school. The Black suspensions totaled 406. They had a 101.5 percent suspension rate. This particular school happens to be the same school where they suspended one student 19 times.

You have 236 Black students enrolled, but your Black suspensions totaled 285. This doesn't mean that each kid in the school is suspended. There are repeat offenders. This simply reflects the total number of Black suspensions.

But there is cause for concern because, if students are out of school, then they are in fact being denied their educational opportunities. I'm not saying, by any means, that our project suggests that there be no suspensions. That is not true. We recommend in fact that some kids need to be suspended. But when we have statistics like this, we want to take a look at some alternatives to suspensions, some new method of dealing with discipline so that we can keep kids in school.

What we found was that, because students couldn't be suspended for more than ten days, as soon as they came back into the door after a three day suspension, the school turned around and suspended them again. And suspended them again. And this kept them from going through the ten day suspension, and the child was still not in school.

Now I want you to turn to recommendations and concerns. After we finished the report, we included in it our recommendations that we found that we wanted to offer the district. We found that there was a very clear need for effective training for classroom situations. We found that there was more involvement in school matters needed from minority group parents. We also found that the New Castle County code of student conduct and the manner in which it was implemented needed a really good look because in one code of a particular building—actually it was in one area--in addition to this district-wide code we had one area that runs its own area code. We also need more alternatives to suspensions. We need to find ways of taking care of this in schools.

Also the procedures for calling in the police for school related problems clearly understood by all administrators and students needed new ways. Well, all of a sudden, the police have an agreement with the new district. The

district was ready to put state officers into our schools for the first time. Problems got out of hand in school because people were really not into dealing with specific problems with kids last year. For any problem that the administrators couldn't handle, they called the police. We had an incident where a Black girl was sent to the office. She was in the seventh grade. She sat in her chair, and the secretary told her to leave the office and go back to her class. The girl said that she wasn't going anywhere. The assistant principal came in, but he couldn't get her to go back to class. Three teachers couldn't get her back to class. The administrators called the police, and the girl was handcuffed and arrested. Her first charge was defiance. At any rate, it got to be a bit ridiculous. The police did carry her out and arrest her. She did have to go to family court.

Then there was an incident with three Black boys in an elementary school. They were fourth graders. They were on the playground at lunch time throwing stones at a car. One of the stones hit the car. The person who owned the car saw this happening. He went into the school to talk to the principal. In the meantime, the bell rang and the kids went back to their classes. The principal had the three little boys pulled out of class. The cop came and handcuffed them and took them to family court. No one even called their parents. The parents didn't find out until 7:30 that evening.

These are bizarre cases, but they went on. Now the police are there. Any time they are there, we're going to give them something to do.

This is not all that happened in New Castle County. Many, many very good things went on. There was a lot of learning that went on. There were a lot of new and innovative programs. There was a lot of positive interaction

between Blacks and Whites. But these are the things that we looked for, and that is why we found them. And that is why we shared this. I don't mean to imply that the situation in New Castle County is, by any means, critical. Basically, we are doing very well. We are doing very well compared to many other school districts across the country.

I do want to talk about what we have decided to do, where we see the problem, and how we think we can make some small improvement or some way of handling some of the situations. What we hope to do is to implement a program in one school. It was originally three and that still may be. We want to do this in one school in New Castle County. If it is successful, we hope that the district next year will pick it up and start to implement it in all of their schools.

Last year while we were gathering research, we were saying: what is it that we can offer kids in a program that's going to make a difference. There was nothing because, if you work with kids and not teachers, teachers won't come. Then we figured we would work with the teachers. But if you work with teachers and not kids and not administrators, it doesn't count. Then we figured we'd work with administrators except that teachers have the most contact with kids, and that really wouldn't work. So we decided to come up with a program that would reach everybody including the kids and their families. We want to start with this next month. It's really just getting off the ground. It's a pilot program. It hasn't been tried before. I am very optimistic about it. I'm sure it will work.

We want to go into a school building and take an entire school and train the entire teaching staff and administrators together in giving that admin-

istrators complete control of the referral process. We found last year that teachers sent their messages down on notes or sent the kids out of class with verbal explanations of anything. There was very little record keeping, very little information that the administrator had so that he could identify the problem and finally start to address it. So what we want to do is to give him total control over that by putting a referral form into that building. What we have then is teachers' describing and dealing with student behaviors, not with kids themselves. That's to take a lot of the subjectivity out of referral. You no longer have to deal with me as a Black child. I no longer have to deal with you as a White child. I only deal with your behavior.

With training teachers in classroom management techniques and in clarifying classroom roles to kids we have spent time. Kids know what's expected of them. They know they're supposed to have a pencil. But they don't have one. I'm not giving them one. They did something wrong so the kid still can't do the lesson. He still doesn't have a pencil. He disrupts the class. What we're suggesting is, for the teachers who administer exams, that we want to train kids to be responsible. So you don't have to deal with the kid who doesn't bring a pencil. You're right. Once you go over your classroom rules, we're asking teachers to make the rules available where kids can see them. You must bring your materials to class. If the child doesn't bring his materials, it's no problem for you. He is wrong. It's the child's responsibility. You document it. But at the same time, you hand him a pencil because now he doesn't have an excuse to disrupt your class. That is a minor misbehavior. That's one of the little annoyances that you don't like, but it's not a serious problem. It does get documented though.

Maybe, after being documented three times, and the kid is still not learning or catching on, then and only then can he be referred out of that office to someone else such as your assistant principal.

Certain violations teachers may want to refer such as the legal categories like extortion, sexual violations, or arson. They all decide together what violations they will refer and which violations they will handle. If they don't want to handle anything that falls into the legal category, those are automatically referred.

Then the category of fighting must be taken care of. We call fighting mutual combat. Some teachers may say that they can counsel the kids and the kids won't fight any more. Or that they have the option.

Then we have the category of friction, things like defiance and all these little fuzzies. Friction is almost eliminated because the program tightens up the expectations on the part of the teacher and the student so that, whoever violates, it is very clear. There's no more question of general disruption or defiance because everything is clear.

We want teachers to be in the habit of only describing the behavior when the referral is sent to the disciplinarian. We want to leave the charge up to the disciplinarian. Once the teacher sends the referral form, there's a place for the administrator's action. There's a place for a follow-up. We found last year that teachers never got that follow-up. The teacher would send the kid down. Who knows what happened to him. If he appeared in your class the next day, that was the end of the problem. This way teachers get information on what exactly happened to the kid and its follow-up.

Kids start to understand because the total staff understands. For this

group of categories and misbehaviors, they will be referred to the assistant principal.

There is something in this for everybody. Teachers have a support system from the administrators, and they have support from themselves in terms of dealing with kids. In addition, we take Black kids, White kids, and any other kids who are constant or repetitive, who constantly repeat violations, we work with them, and we work with their families. We offer and pull in the parents. We work with those parents not so much in terms of their rights. We found last year that there probably wasn't a parent in New Castle County who did not know his or her rights. The parents were a little shady on the responsibility for their kids. We do owe our kids something. Our kids have to adjust to a certain or to certain things in a system if they are to take advantage of that system and get their education. So we need not to hear parents constantly saying: my child can do anything he wants to. We have too many kids that believe that, both Black and White. So we're working a little bit with everybody to try and develop or try and implement a discipline model that we think will take care of things that we found last year.

One way that we took a look at that this year was, of course, to use the CAT test. That's just been since desegregation. Before desegregation different school districts used a different form of testing. In the city, we used to see TBS; so the CAT testing was new to many of the kids this year. We took the scores from last fall around October, and then we took the April score, and we compared those. Basically, the scores were so high in Delaware. I don't know if any of you are familiar with that. The district actually sent the whole thing back to have it looked at again. However, if you know

anything about the CAT test, it is probably the least difficult achievement test that you could run. Our majority and minority was overwhelming and the scores were very high. But if you look in terms of minority achievement, I'm not so sure. I have nothing to base the comparisons on for this one. But let me just tell you a bit about what we found as a result of being in the schools and dealing with students.

In many of the city schools, kids got A's in biology or chemistry. Then after desegregation, they went out to a White school with White teachers in a White situation. Their A's became C's. There are a lot of reasons for that. We're not suggesting that that teacher simply give the child an A, or rather that that teacher just gave that child a C. What we are suggesting, in some instances, is the level of sophistication and what is expected and how much time is truly made to helping kids to understand what you want to give them. There's a lot that teachers can do in terms of grades.

We had Black kids that we interviewed. One little girl said that she asked the teacher because she didn't quite understand something in English that she had never had. The teacher was surprised that the girl hadn't had that before. So the teacher explained it very quickly. The teacher had written the explanation down on paper. The girl took it back to her desk. The child took the paper back up to the desk and the teacher said: how did you do that so fast. Not every kid is going to do that. Some kids, at that point, will not pursue it. Many of them will not pursue it. They'll let it go. If the girl had let that situation go and not really have asked for the extra help, she wouldn't have gotten it. Her A could have become a C. It depends on what district she was in with what teacher. It is important. It does

make a difference. That could have been a C because that could have been a concept that the student never would have developed.

Audience: What has been the effect of the Human Relations specialists that have been assigned to the junior high schools in New Castle County?

Mrs. Grantham: Our Human Relations Department was created as a result of the order. Our Human Relations people were all teachers. Let me just run through a few problems that we had there. They were all teachers because the courts indeed say that you don't hire outside teachers. Use all existing personnel. We had a new department and we had to fill it up. So we used teachers. These teachers were already in the district. They were in schools and they were called Human Relations specialists. They were in a team of two for each secondary school, seventh through twelfth. We tried to have the teams one Black and one White and one female and one male. This was an ideal thing.

The teams went into the school but did not report to the principal. They reported to their area co-ordinator. This was a person that Human Relations located in that area office. That created some problems from the beginning because principals don't like people in their buildings working every day and not reporting to them. When the teachers strike occurred, some partners were split because some crossed the picket line and others did not. Once they went back into their buildings there was a conflict because of the strike carry-over.

Part of their job description was to help teachers with situations, classroom situations. Many of these teachers, now Human Relation specialists, had worked side by side other teachers just the year before. They went

through six weeks of training which is minimal to create Human Relations specialists and hope they can go in and solve the problems of desegregation. So classroom teachers really didn't want to hear from other teachers. That focused the specialists' attention or most of their attention and programs for kids in dealing with kids so that basically what they did was to try and get students who would not participate in extra curricular activities to do so. They tried to do a lot of smaller things in the building, with their only weapon being the power of persuasion. I don't mean to say that they were ineffective, but all of these things created a situation that made them less effective. And basically, there were so many problems with that department. However, in some elementary schools, they did a lot of very positive things in programs for kids.

Audience: Is it true that the teachers in Wilmington received training in the area of school desegregation as opposed to those in the county schools?

Mrs. Grantham: Yes. Thats where I started in Human Relations before desegregation. This was in 1975. What we did was train many secondary teachers in the area to prepare them for Human Relations. Actually, there was one other district; that was the Marshalton-McKean district. That was a county district. Marshalton-McKean and Wilmington were always at the same workshops. Basically, they were the only two. The other districts somehow did not really put a lot of emphasis on it. Many people in New Castle County did not expect the court order to come in the implementation. We had people in August saying the court order wasn't going to come in. It was to be implemented in September.

There were a lot of problems going on but again basically the doors were

open and the buses were rolling. Things are pretty smooth in spite of everything.

In our total administrative staff, the population there is slightly different than the pupils. In other words, the pupils are 20/80. They are dispersed through the district. But that is a problem because in some schools we found we had two White administrators, White nurse, etc. And the minority kids were going in. There were more problems in those schools.

Dr. Junius Williams of Ann Arbor Michigan at the University of Michigan did a study. I took a look at it. He found that, when you have a White administrator, White teachers, and White students and Black students, we have a high disproportion. If the teacher is Black and the student is White, you have a closer proportion; and you have a closer proportion when the administrator is Black. His study was done in Michigan. I didn't do a study like that one.

My report is basically done for HEW. They're the ones who want it. If our program is successful, HEW will go into other districts. If the district says they need technical systems in discipline, HEW can say here is a program that was tried in New Castle County. It was successful. You may want to try it. I did submit this to our Board of Education and the New Castle County School District. As a result of this, they have been more than supportive in helping me, as an outsider under the State, to implement my program in their schools. They have agreed to have an in-service and to close the schools for half a day. I have a lot of support from the district. I don't know if it's a result of the report as it is with working in the schools with the administrators last year.

Audience: Have you found a situation in a particular school, in the

area of which you are concerned, which has been something of a model in this whole process? What is it that they have been able to contribute?

Mrs. Grantham: Dealing with discipline. I have received a discipline packet from NEA. Basically, most of the techniques and procedures are very similar. So our program is unique in a sense that we're actually coming up with something brand new. But in the schools we found that were run very well, the administrator was already implementing many of the things that were being called for.

In one junior high school, the particular principal was put there to "clean up the schools." This was about four years ago. He did a fantastic job. One of his policies is that the classroom teacher is responsible, that her first line of responsibility is dealing with the kids. Unless this kid does this thing in your room three times, don't send him to me. And when you send him to me, I need to know what you did after the first time, what you did after the second time, and what you did after the third time. He's humanistic. His teachers love him. He is very supportive of this.

I have found that the administrator sets the tone for the whole school.

Audience: Wouldn't the statistics be affected by the ability of the parents to come in? For example, if it's a low socioeconomic strata, perhaps the minority pupil's parents can't get in as quickly as a parent where there is only one parent in the family working.

Mrs. Grantham: Just on that point, let me mention two things, that's very often true with Black parents or even White parents. I'm talking about Black and White and I'm talking about minority. But I don't want you, or I don't want to imply to you, that this was not affecting any White student. We did find that our lower socio-economic Whites fell into the same pattern as the Blacks. There were many, many White students that were receiving this same kind of disproportion in terms of their SES.

Two things I want to mention on parents' coming in. The first is that often, if parents worked, they would not take off to go in. Also, many parents are very hesitant about going to the school. Very often, they didn't go at all. Our student advocates in Delaware are a very strong advocacy group, and they are out all the time. They are constantly going in for parents who cannot make it.

The other situation dealt with the Hispanics who as you see were out for longer time periods. In the Hispanic culture, very often, women do not go and speak for the child. The father does. Even though the mother is at home and available, she will not go. So it was still up to the father. If the father is working and can not go to school, then the kid stays out a little longer.

These statistics were based on students who were out of school for three to five days. These were students who were given a three day or three

to five days suspension period. This is based on kids who were actually out of school. Whether the kid is in school or out of school, or the parent knows that he can go or cannot go, these are kids who were actually out of school. And the kids who were actually out the longer were Hispanics and Blacks. In other words, we're focusing on the time out of school, not so much on whether the parent could go and get them back in on the same day. Our point is that these kids have been excluded from school for longer periods of time.

Audience: Are we talking about suspension on paper, or are we talking about actual amount of time that these students were out of school?

Mrs. Grantham: We're talking about the actual amount of time these kids were out of school. There's another policy, there's another practice, in suspensions where the administrator says to the child: I'm not going to suspend you. Therefore, this will not be on you permanent record. But you may not come back to school until you bring your parents. This practice creates many problems. There are two problems here. The parents were negligent in one case and the child stayed out of school for two months. If the kid does not get to his parents and tell them that they are to go to school with him, that particular principal is in an unwise situation because he is legally responsible for what happens to the child whom he in fact told not to come back to the building.

Our student code of conduct had 24 violations and a fifth category called "other." This was the 25th category, not the fifth. Now we really couldn't determine what the violation or what the action was under "other." But for the 24 violations, we took the top ten violations, and we took a look at them in

terms of why are kids being suspended? Who is being suspended? And for what reason? Of the top ten, we found, or for the top eight, we found that the reasons were basically the same for Black and White students. But there were two reasons that Blacks were suspended. There were four different ones altogether. Two were for Blacks and two were for Whites.

The interesting thing about this is on this side we have our Black reasons. And here are our White reasons. You find that all of these were coded. Under here are the codes that would correspond to the code of conduct. Four would be defiance, 12 would be fighting, 23 would be attendance problems.

So if you look at the first eight, you'll find that more minorities have left. Twelve hundred ninty-five students were suspended for the term defiance. Defiance is also in the top eight for White students but it's number four. Fighting is number two; it's number one for Whites. So in the top eight, the violations were pretty much the same. But when you got to the bottom, to the differences, the two that were different for Blacks were simple assault and stealing. The two that were different for Whites were profanity or inflammatory action and general classroom disruption. If you look at general classroom disruption, it's pretty low down here under the majority. But general classroom disruption was number four for Black students. So basically they were the same. The greatest rate of disproportionate numbers between Black and White suspensions occurs in subjective or vague categories such as defiance and/or inflammatory actions.

We have a lot of kids suspended because they were late for school. The rule was that if you were late three times, you have a three day suspension. Now, how being late for school and suspending a kid for being late for school

is going to help the lateness, we're still questioning some of that.

Let me tell you about a systematic problem that we had in a large group of minority kids who would have been suspended for the same rule. This is in our code of conduct. We have students walking to school. You can be bused if you exceed the two mile walking distance to school. These kids were right on the two mile distance. If they walked, they had to leave for school after daylight savings time in the dark. And they had to cross very busy streets. They had a long distance to walk. If they took public transportation, they would have to get on the bus and they would have to pay. That's another thing. Our public transportation would not honor bus tickets before nine o'clock or after three. So the parents would have to pay the regular amount for these kids to get on the bus. Then there was no direct bus service. So they had to get on one city bus, ride into the city school, which is away from their school, transfer to another bus, get on that bus and be let off from that bus eight blocks from the school. They got off the bus five minutes to eight. By the time they walked the eight blocks, they were late. So every day this group was late for school. And the rule was, on your third late day to class, you would be suspended. So of course there were a lot of meetings held. Human Relations got in on it. We had a lot of groups around the community who did get involved in trying to accomplish a busing situation. That's one of the systematic things that have nothing to do with attitudes or anything else that we find in desegregation.

Audience: To your knowledge, where youngsters were not formally suspended but were excluded until a parent came in, did this also figure in his attendance?

Mrs. Grantham: Those are not on my statistics. They are not.

Audience: Would a kid be suspended for an absence from school per se?

Mrs. Grantham: Attendance also covers cutting school or truancy and leaving the school grounds without permission. Some students go out for lunch and don't come back or report back to school. All of these fall into attendance problems. In terms of truancy, yes, the penalty for that is suspension. If a kid does cut school, then he would be suspended.

Audience: What is your criteria for dropouts?

Mrs. Grantham: Well, actually it's only age. A student can drop out of school when he's 16 years of age.

Audience: Did you provide bus transportation for extra curricular activities?

Mrs. Grantham: Yes. We have activity buses that run after school.

TESTING

Dr. Billie Slaughter

I am here from the Educational Testing Service to talk to you today about testing and some related concerns. I have three children of my own, ranging in age from elementary school through high school; so I'm also coming from the parent's perspective. I am a school psychologist and did work in Pittsburgh with several of the people here as a school psychologist.

So I know a little bit about testing and probably a whole lot about how teachers and parents and kids feel in the testing situation. I think that's enough about me. Are we all in now?

Before I start talking to you, I'd like you to do some things for me. Let's start out by taking something that you can write on. It's for your own use. I'm not going to collect it. It's not a test. You're not going to get a grade. So take out a piece of paper; or, if you have an envelope or a folder you want to write on, it's fine. And if you would, please write on the top the words I am and draw a blank behind the am.

O. K. For those of you who have finished, and I'm assuming that most people have, we're going to take two minutes. During that two minutes I would like you to list, beneath that statement, some words that describe you and fill in that blank. You have to do it independently. This is not a consensus exercise. O.K. So as not to lose time, let's stop with that. Now may I have some volunteers who would like to read their list. I would like everybody to listen attentively to what's happening.

Audience: I am positive, firm, and fair.

Dr. Slaughter: That's all right.

Audience: I am independent, stubborn, considerate, egotistical, and great.

Dr. Slaughter: And modest. O.K. Somebody else.

Audience: I am affectionate, positive, firm, and energetic.

Dr. Slaughter: O.K. One more person.

Audience: I am Black, female, a teacher, a wife, a parent, and responsible.

Dr. Slaughter: O.K. Now my comment on this exercies--and I'm not going to go into it because we are constrained by time--is that you've listed on paper your perception of yourself. If any of you know the people who read their perceptions, I wonder how many of you had different perceptions of them than the list that they read. In other words, what you listed there is how you see yourself. Others may see you differently. I'm finished with that.

Now I'd like to ask you to do one other thing. I'll draw this together when we finish one other thing. I'm going to take a few minutes. I'd like you to divide yourselves into three groups. You can move your chairs. You can sit on the floor. It doesn't matter. If you do that, I'll tell you what you need to do next as quickly as possible because we are constrained.

I will give you a description of a child. I'd like you as a group to come up quickly with a decision about what you think that child's future holds for her. And that's the essence of the exercise. We're going to take only about six minutes to do it; so, if you could talk but keep your voices so that everybody can hear and not interfere with each other, that would help.

I'd like you to select one person from your group to record the group's consensus so that we can share them, please.

As you are moving, I'm going to keep talking, hoping that you will move quickly.

Our behavior illustrates our values. The people we interact with whether they're colleagues, sales clerks, gas station attendants are all affected by how we behave. And we are affected by how other people behave. Did it ever occur to you that something you are doing or not doing may be preventing you from being as successful a person as you could be? You need to give that some thought as well. We need to, therefore, learn to identify what our values and personality traits are. Sometimes when we get professional, whatever that means, we think that that puts us into a class of perfection; and, therefore, we don't have to look continuously at our behavior. Being a professional does not make you more than human. Being a human means that you've got to cogitate constantly on how you are acting, what you are doing, why you are doing it, and how it affects other people.

Also, you have to learn to become comfortable with yourself on whatever dimension. If you have some characteristics about yourself that you don't like, perhaps you have to work on those until you get to a point where you do like them. Thirdly, we have to become accepting of the fact that not everybody is like us and that there is nothing wrong with not being like us. In fact, that's the nice thing about being human. Everybody's different. If we were all the same, we'd be robots. In a school situation and in an educational situation, those differences will surface in different ways. That is true in a testing environment as well. We project onto students, onto people taking tests, our attitudes toward testing. And such projection does influence the testing situation.

I'm going to go rather quickly through an overview of standardized testing and then talk about some of the things that you can do to help.

Standardized testing got very critical in this country right after World War II when the services came up with the Alpha A and Alpha B tests for the army. Folks found by and large in industry and in education that they could administer a standardized test to a large group and could get some good information, at least good in the sense that they got information quickly on large groups of people. So people bought into testing. It became a lucrative industry and pretty much went unchecked until the Civil Rights activities of the sixties when suddenly minority groups started saying: hey, these tests are biased. They are being used wrong. Disproportionate numbers of minorities are being placed in special education classes because of these tests. So several things resulted.

A moratorium was called for by the Association of Black Psychologists, the NAACP, and the NEA against standardized testing, primarily ability testing. That's the I. Q. thing. Also some legislation was passed such as the Park Agreement in Pennsylvania that has to do with the placement of children into special education classes, the Family Rights and Privacy Act which opens up files and has other components to it, and the current Lavell and Weis bills. Lavell and Weis is national and has to do with asking test publishers to give back answer sheets and test booklets and correct answers so that kids know why they didn't get an appropriate score.

All of these things are going on. Test producers have done things to revise their tests such as throwing out items that were just not good at all measurement-wise.

Secondly, test producers try to include content that presents minorities in positive situations. They color in the little figures so that they have some racial representation in them and some sex representation in them as well. And those things are A-1, very nice. But, folks, testing is

biased. If you brought me a test, I could pretty much, with 90 percent accuracy, show you something in it that is biased.

The culture-free concept, in measurement terms, is almost impossible. The culture-fair is equally impossible. A test free of any bias is culture-free. Culture-fair is a test that's fair to every culture. That's also impossible becuase there are subcultures within every given culture. The culture-specific test doesn't have, doesn't measure utility, such as the Black Intelligence Test of Cultural Homogeneity. It's excellent for pointing out the fact that I. Q. tests in general are biased, but it doesn't really say a lot about anything that can be useful. In fact, if you administer that instrument to different Blacks in different locations, you get disparate performance on that instrument. So those tests are not valid in resolving the problems. Test bias remains although people are looking at it. So what do you do? You can come up with alternatives.

You can develop Criterion Reference tests. They are excellent. But Criterion Reference tests do not tell you how the performance of the students in your area compares to the performance of students in another town, another state, and across this country. It tells you how well your students did or did not learn the objectives you taught, which is appropriate. So the tests in and of themselves are not enough.

Another option is that we have people make decisions. Theoretically, that's a good idea because people who work in education know more about students than do the people who make up these tests. But practically speaking, let's say by scenario, that's what we're going to do.

You're going to be the decision makers on a group of students. You're going to say that Mary is to go to this reading level. Johnny is to go into

this kind of classroom, etc. On the day you have to make all those decisions, you're driving down the parkway and there's a wreck. You are caught at the Liberty Tubes for 20 minutes. You are delayed. By the time you get to the school, to the building where you're going to make these decisions, you find out that everyone else has gotten there before you and drunk all the coffee and eaten all the doughnuts; so you have nothing to eat. You couldn't stop on the way to get your cigarettes because you were running late. You went to your room and it was cold. Temperature was 20 degrees outside. The decision that you make at 8 o'clock that morning is not going to be made with the same accuracy as the decision you make at 4 o'clock on the last student. So it's not fair to you, and it's not fair to the people that you have to make decisions on, for people to make the sole decisions on folks. So I contend that we can do something with standardized tests that is helpful.

The bottom line problem is that we, in education, need to have data, objective data, on which to make decisions about people. So I'm saying, let's do several things.

First, let's use standardized achievement tests, but let's make sure the tests we use measure the curriculum that was taught. Secondly, let's make sure that the norming group on that instrument has kids in it or people in it like the people we're going to test. Thirdly, let's make sure that we understand how to use those darn results. Teacher training institutions and boards of education do not train people in interpreting test results. Results give back profiles. Test results have stanines which say nothing, grade equivalents which say nothing, percentiles which say very little. Then people expect you to come up with some miraculous profile on a student other than just plotting those numbers in some kind of chart form, something diagnostic.

I'm saying to you we need to be about the business of understanding how to use achievement test information diagnostically. In other words, when you get a spread of scores for a student in, let's say, reading, you should be able to look at that spread and say: This student is very strong in word recognition skills but needs some work in reading comprehension. O. K. That is a diagnostic use of tests. That's what I'm advocating when you're using standardized achievement tests.

In addition to doing that, there are some things that you can do with people who have tests in order to assist them. One is you can tell them that the night before a test, don't stay up and watch "Monday Night Football" and don't watch the "Best of Saturday Night Live." Get some sleep.

Secondly, you can tell people that they should eat something before they go to a test. When I took the GRE and my colleagues at school were taking it, several of them were traumatized by it. They said: maybe if I take some pills I'll be O. K. Well, the reality is, and nobody ever tells you, if you take downers, tranquilizers, before you go to a test, the pills calm you down so much that you cannot recall information or concentrate. You get very lethargic. It's the same thing with uppers, the same thing with smoking a joint. All those things, while you think that they are calming you down, do not. They inhibit your ability to recall information and to focus, to concentrate. People need to tell test takers that kind of information.

Also, you need to prepare yourself to administer a test. Unfortunately, we typically are handed an administrator's manual and told: during the week of such and such, you are expected to test all of your kids with this test.

That's the extent of it. It is critical for those who administer tests to take those manuals and read out loud the directions because the voice intonation will affect how people will interpret what you've said.

There are also some things that you can do for the people taking the test to assist them in being ready to deal with it, particularly when you've got either a desegregated situation and/or a predominantly minority situation. You can help people to understand how to fill in ovals and rectangles not only correctly but efficiently. Typically when I do this kind of a session, I have a board and I draw some ovals. I ask someone to come up from the audience. My instructions will be: please fill in one of those ovals completely. Then I will time the person. The average time for filling in an oval on a board with chalk, even using the chalk sideways, which is cheating, is 13 seconds. If you can add onto that the amount of time needed to read a problem, the amount of time to read the alternatives, and the amount of time to think and select an answer, that's too much time. The time can be cut down by simply showing people how to fill in the oval.

The same is true of the concept "completely erase." Test publishers don't tell you that, when you're using a number two pencil in a machine scorable document, a complete erasure is not the same color as the original figure. In other words, once you put lead on that figure, you cannot erase it so that it's white again. But people get paranoid, and they will lick the erasers and put holes in the documents. You can demonstrate to them in advance what a complete erasure is, so that that is not a problem for them.

The same thing with folding back test booklets, pages. I've watched people who were frustrated during test taking, taking up to two minutes trying to make sure that the edges were congruent, that the fold was crisp

and neat and straight. They will unfold the page and fold it and unfold it and fold it. If you see somebody do that, you can be sure that the person is frustrated with the test. That's something else you can train people in.

Also, when you're dealing with a minority population, you're going to have the problem of pacing because minority populations are spontaneous. This is a generalization, but I will explain it to you hoping that you will understand what I'm saying. When you get a group of minority people who live in a spontaneous culture, you can't say to them, for instance, that they have 45 minutes to prepare themselves to be mugged, and then they'll understand that during that 45 minutes they can equip themselves with a knife or a gun or something. They don't understand that 45 minutes, nor do they have that 45 minutes. If they are going to get mugged, it's going to happen and they have to react right then. Yet when we bring them into school, we say: O. K. You got 20 minutes to complete this section. They need help and directions to time themselves, pacing their work so that they understand how to maximize the use of that time in order that they not only can get the task done, but can minimize the pressure of trying to figure out what 20 minutes mean in working time. This is true for poor kids also. It doesn't matter whether they are minority or not. So you can teach pacing.

Another thing that you can do is do not, under any circumstances, teach test items. If, in fact, we are going to use tests correctly, if you teach a test item, the only thing you're going to get back is an indication of how well you taught that test item or how well you taught that test. I'm advocating not teaching the test item; I'm advocating teaching. It's true that the tests that we use are not really reflective of our curriculum; but that says that, if the tests reflect what this

country values as appropriate, then we ought to be about readjusting our curriculum. In fact, that's true.

I think cultural relevance is important, but I don't think that's the major thrust of education. I think you should teach people to be proud of themselves and of their heritage and of their difference from everybody else. But I think we have a greater charge to educate people in the skills that will make them successful in this country which is a mainstream, middle class, White country. Anything less than that is a disservice to the students.

Whereas you can teach Black history or Hispanic pasts or deal with native American cultures--and I think that is good especially when you're trying to enhance human interactions, human relations--I think the biggest charge for public education in this country is to get back to teaching these skills that are going to make one successful in this world. So don't teach the test, folks, because, if you do, you're not going to know whether the kids or the people know or do not know the stuff. Therefore, you won't know what to teach them.

Also, there are other forms of assessment that you could use. Conferences with parents and with students are data sources that can be used. Learning profiles are important as are progress charts to give you an understanding of how well a student is progressing. There are criterion reference tests, yes, and other diagnostic methods. You can use diagnostic tests beyond just the standardized achievement tests. And then, of course, you can use standardized testing.

Oh, I did want to use one illustration of my point about passing kids on. Another one of the things that we experience in public education is

sometimes we don't want to spend the time. And I've been running around telling teachers, if you don't, teaching is not easy. If you don't want to be in education, please get out because there are many people out there who are qualified, unemployed and want to be in education.

On the "White Shadow" last week was an episode which had a basketball player, a White kid from a rural situation. An excellent basketball player, he could not read. He read on a sixth grade level, but he was in the twelfth grade ready to graduate. The problem had happened to him that we typically do in education. The school had passed him on without teaching him. So subsequently, he got to twelfth grade and read on a sixth grade level. That's not uncommon. I'm sure many of you can speak to that.

I think, again, our charge is to teach and not to pass kids on because they are cute and they sit there and they are quiet and they don't make any noise. Rather our charge is to make sure that they have the education that they need before they leave us. This is not being done, by and large, in this country.

Remember that education is a co-operative effort. It's something that has to have parents involved, teachers, and administrators; everybody has to be involved. Even those of us who don't have children in school still have some input into what happens in public education.

Education also requires that you be aware of yourself and what's happening with you and how what's happening with you impacts on how you deal with other people. Be aware of the fact that other people come with problems, too. Just because they are sitting in your class one day and they're fine, and they come in the next day and they're acting out doesn't neces-

sarily mean that they're freaking out on you. It could be that they have some problem just as you do.

We also have to be willing to accept the fact that we don't have all the answers, but that we'll try hard to get all the answers, at least to get as many of them as we can, remembering that we're human. Other people are human. We all have to do this thing together.

Now I don't have much time to go on, unfortunately. I have given you an overview of what I'd like to go into. If anyone has some questions you'd like to ask before the group now, I will entertain those because I think we have something like three minutes before we're supposed to be out of here.

Audience: (Inaudible)

Dr. Slaughter: I guess my question to you is are you making up similar content or are you making up similar structure? If you're making similar structure items, that's fine. If you are taking the content of an item, rephrasing it, and presenting it to the students, you're teaching the test. Don't teach the test.

Audience: (Inaudible)

Dr. Slaughter: It depends on what you mean when you say how to take the test. The stuff that I told you about, in terms of teaching people how to fill in ovals and how to erase, are how to take the test behaviors and the use of the practice test. The SAT publishes the how to take the SAT book or test book which has similar items, not similar content. You can buy commercially how to take the Civil Service examination. These practice tests are all over the place. Using them is fine. I just get very concerned about sanctioning the use of a test by people who are not

familiar with what those test items measure and the difference between teaching a test and teaching structure or test taking skills. I would suggest that, if you're going to do it, be sure you're dealing with structure, item structure, item types, and not item content.

That's part of the thing that I usually do when I do a full workshop. One of the things critical when we're dealing with kids and testing is we've got to make them feel like they are a part of the testing situation and not the victims of the testing situation. That is done by explaining to them what a test is and why we're giving it, what is going to happen with those results, giving them the opportunity to come to us and have us explain to them what their performance means. That's why I suggested getting away from the use of stanines, grade equivalents, and percentiles. When you're talking with people, you need to be able to tell them: O. K. your test results say that you were really good in this. You may need some help in that. We're going to help you work on this, diagnostically. If you can, help them feel more comfortable about the fact that you need the information so you're giving them the test to get the information so you know what to teach them. Then give them the option of coming to you to have the test explained. I think you're going to find the kids a little more receptive. In addition you can couple that with training them in those basic skills, the filling in ovals and erasing and folding back.

I forgot one other critical variable. Yes. Thank you. You reminded me of it. The people who make tests are typically insensitive to people who administer them, who take them, and who have to use the results.

The test directions may say something that is extremely confusing for the students. For example, on the minimum basic skills test, which is New Jersye's statewide test, there's a section which has some incomplete sentences and then a blank. Then the section lists four words of varying length. The instructions to the students say: choose the word that best fits the blank. I thought about that. I thought about the poor kid who doesn't understand the stem or can't read it. Yet here's the instructions: choose the word that best fits the blank. The kid everytime is going to pick the words that are the same length as that blank. So that is words in directions that are confusing.

You can take words from test directions only that are ambiguous and confusing for kids and you can present those for vocabulary lessons explaining what they mean. Consider the words "upper righthand corner." For little kids, this is difficult. Little kids don't even know right from left let alone upper, righthand, and corner. So those kinds of things you can cull from test directions and teach in advance and explain to kids: when you hear this, this is what it menas. The same thing is true on the SAT. Tests tell kids to put a cross on something, but the test really wants the kids to put an X on it. But I've seen kids put a cross on it. And I've seen teachers go right behind them and say: that's wrong. Erase that. But teacher, that's an X. But no, no. But you asked me for a cross. The kids get all frustrated, and they never get beyond that item just because the test direction words were confusing.

You can go through the tests. I have gone through tests. In fact, I did that. If I had more time to go through them step by step with my procedure, I would show you specific words. The CTBS, the MBS, the MAT

all have words in the directions that are ambiguous and confusing. Kids who are traumatized by testing or who are really not ready to deal with the testing situation sometimes never get beyond those test directions.

STUDENT CONCERNS AND ESAA IN CHARLOTTESVILLE, VIRGINIA

Mr. Harvey Turnstall

Our focus this morning is what we are doing in Charlottesville in relation to student concerns under the ESAA program. I will share with you, informally, what we are doing, and I would invite you to ask me questions or to make comments as we move along. I'm not a lecturer, and I don't intend to tell you how sweet it is in Charlottesville, Virginia, and that we have the ideal situation. Then you go back to your districts and do the same thing. We have our problems too. In fact, OCR haven't contacted us, but the newspapers have found out that we have too many Blacks in special education. That's one indication of one of our student achievement problems and placement of students.

The ESAA project itself consists of four components. Number one is the Human Relations Program where much of the staff development is the responsibility of that human relations co-ordinator. The parent involvement activities also come under that name.

Secondly, we have an in-school suspension program which we refer to as AYE. I'll get in to telling you how it's operated. We have an elementary math lab program which this year I have changed the name to ESAA Skills Program, ESP, because ESAA is not looking to put money into basic instruction any more.

The fourth program is a program for underachievers, able students. It's called the Maximizing Student Potential Program.

I'll start with the Human Relations project. I'll give you some idea of

the setting that we are so I can relate it to yours. Charlottesville is a university town with the University of Virginia located there. The population of the city is about 48,000 people and is expected to reach 50,000 by the turn of the century very easily. The city is surrounded by much wealth in the county with a population that has already hit about 50,000. So the whole area is about 90,000 people. I'm speaking of the city because I do work in the city where the racial composition of the school is about 32 percent minority.

The economic situation there is heavily dependent upon the University. It's the largest employer in the town. There are several other industries that pay pretty good salaries like Sperry Rand and similar companies. So most of the people in Charlottesville are pretty well off, or they're not. We have the service people for the University and very little of the middle group. I guess the teachers are the only middle group we have.

For those of you who have just come in, I'm just getting started. I'm simply going through each of the programs that we have in Charlottesville related to student concerns and dealing with problems related to desegregation.

Again, the first program we simply refer to it as the Human Relations Program. About 50 percent of what we do in that program does relate to staff development. At each of the organizational levels there are objectives to involve staff people in staff training according to their felt needs. I along with the human relations co-ordinator simply work with schools in helping them to assess their needs. We do not take to them a preplanned program and say: here's what you ought to be doing. We do sit down with them and help them to identify and to set their priorities in what their staff training needs might be.

Through the ESAA budget and the ESAA staff, we do provide the technical assistance in actually pulling off the staff training that they ask for. We do require these in-service or in staff development efforts do one thing, that they identify the needs. There's some commitment of time to it. In the past we did a number of one time workshops. Everybody clapped and said that that was nice. Then they went back and did pretty much the same thing that they were doing all the time. Most of our training this year will be offered through mini courses and some full three hour courses where graduate credit will be granted, credit applicable for teachers, recertification, and certificate renewals.

Audience: You didn't tell us the size of your school district and whether all of your schools are involved with the ESAA program.

Mr. Turnstall: Oh, O.K. I did mention the population size and the racial breakdown.

Audience: I didn't hear the population. The school population, was that 48,000?

Mr. Turnstall: No, that's the city. I'm sorry. The school population is around 5,000 and dropping. There are nine schools in the city. The one high school, I think, has about 1,500 in it, maybe 1,400. Two middle schools, running six to eight in grades, each has about 600 students, I think. Then the six elementary schools, K-6, range in size from, I think, about 290 up to 472, the largest one. The two middle schools are semi open space schools. One elementary school is an open space setup. The high school and the remaining schools are self contained, matchbox rooms.

The school system was desegregated officially in 1969. The desegregation process had started on a limited basis, I think, in the 1963-64 school year if I remember the document correctly. We have been desegregated for a while, and we've had people who have known nothing else but their desegregated session. We have not just started it. The crux to desegregating was to redraw the district lines, to balance the racial composition of the schools. LCR approved the plan and declared us in compliance.

Audience: Charlottesville has a lot of outlying areas. Did you mix the schools? Did you mix the students from the county schools and the city schools?

Mr. Turnstall: No. Our own schools' division was within ourselves, and the county had their own. Prior to that, there was the co-operative effort in the Black school there that was shared between the county and the city. After desegregation, that school went back to the county and it's still in the county. But the county is also desegregated. I guess they desegregated about the same time. I'm not really sure. Are you from that area?

Audience: No. I have relatives there.

Mr. Turnstall: Oh, O.K. Now, back to the Human Relations component. I just suggested that we were looking for a commitment in really trying to make a difference in teachers. As it turned out, according to most of their needs they have come up with, they wanted to stress management. So we provided that training with Russ Greegen, who is at the University of Virginia and who is pretty well known in that field. They are also moving to student discussion, particularly in elementary schools.

I sort of require my ESAA teachers to use that in the elementary math

lab. They do conduct the classroom meetings. I'm not too satisfied with the way that it's going because the teachers have not had a thorough training in that program. The only problems that I see with the staff development at this point is that the staff hasn't really caught on. In the long run, if I'm able to handle some of these problems, I'm going to increase the likelihood of my children so they will be learning. I still feel kind of guilty. I'm supposed to be teaching a math class. I'm not supposed to be sitting here having this discussion with the kids. So we are sort of going through those hurdles.

Also in staff development, the school board sort of mandated that all teachers would go through such training. I caught up what they were doing and put it into the ESAA program. There has been some resentment on the part of some of the staff that they have been made to do this. We didn't say it wasn't a problem. Nonetheless, they have been doing that. All schools,at this point, have had at least two 90-minute sessions around whatever topics that they may have identified. We'll be having at least monthly sessions during the regular school time.

A fair amount of our in-service work is offered after contract hours at which time the staff receives a stipend. The after school sessions, as you might expect, draw those who we sort of think don't really need it anyway. They are doing a pretty good job, and they stay on top of things. But we do draw a pretty good percentage of our teachers in the voluntary training. I pull the $7.20 an hour enticement; so there's a little bit of a motivator for them to attend.

The other part of what goes on under Human Relations is the parent

involvement. I have employed 18 parents in the city to act as parent co-ordinators. They are really paid a small amount, just enough to cover travel and this kind of thing. One of their functions, one of their reasons for being, is to try to reach and to bring into the schools the hard to reach kind of parent, a parent who never shows. Usually at PTA meetings, you end up with kids' parents whose kids are doing O.K. anyway. There is very little opportunity for interchange between some of the hard to reach people. That's why I got community people on the school's side to go out and knock on some of these doors and get parents into the schools. We felt that parents would have more credibility than some of the staff people in being able to reach those hard to reach people.

The parent co-ordinators right now are beginning to be service people to the schools. They do the footwork for finding the volunteers, the tutors. They don't do the actual tutoring themselves, but they do help find tutors when a teacher or a school expresses needs.

One of the elementary schools in particular has had an influx of Vietnamese people. Those kids could speak absolutely no English. There were certain crisis situations when a translator was really needed so that the principal could understand what was going on. Sometimes, it was no more than the kid had to go to the bathroom, but he didn't know how to say it and was in tears. So we have identified about eight people. When those situations arise, we can call them on the phone, put the kid on one line and the principal on the extension. The eight people have also assisted in actually helping those kids to learn English as a second language.

Parent co-ordinators also assist the school in organizing town meetings

in the community as well as getting them into the school. There are recreation centers around the city, and we sometimes have our school performances there, our school functions, rather than having them in the schools. This is closer to some of the neighborhoods of the parents that we really want to reach.

That in the nutshell presents the two broad areas, the staff development and the community involvement project.

At the high school level, parent co-ordinators have done something else. Virginia requires the minimum competency test. We had a lot of students, and most of them were minority, who did not pass that test. The school system had set up satellite schools or whatever you want to call them in different neighborhoods where teachers go in and provide extra assistance in helping those kids practice the test. The problem was that we weren't getting the kids to come. Many of the parents didn't know that the centers existed; so the parent co-ordinators have all of the tenth and eleventh graders meet to get extra assistance. From the co-ordinators' contacting each one of the students, enrollment in those classes has started to increase as a result of their efforts.

I envision parent co-ordinator activity becoming a little more effective than it is now in the training that I think needed in order to master the art of knocking on some of those doors where people aren't always receptive and in handling those situations. I envision having parent co-ordinators become parent educators where they would teach other parents how to help their students and how to reenforce skills that are being taught at home, all the way from setting the table and all these other little things to what phonics

is all about in a simple way. Parents could at least say: yes, I know what you're talking about and be receptive to what the kid is learning. I hope to do that through the parent program. Richmond does have a program. That's the Follow Through Program and Head Start.

Parent co-ordinators have the capabilities to come in and train. They also provide follow up. They come and do. I think the first round is about three days or the equivalent to that. Then there are follow up sessions with the parent co-ordinators, at least monthly follow up sessions with the parent co-ordinators until the program gets set.

The math lab I'll mention briefly. The activities supplementary to what the kids get in their regular classes, and the emphasis, by and large is on hands on, manipulative experiences working with kids. We use some paper and pencil, but it's minimal. The teachers are required and do meet with the regular classroom teachers so that they can be assured that they are reenforcing the skills that are being taught at the time. The teachers are required to meet at least weekly with each kid for five to ten minutes to help that kid in defining some of his personal problems as well as his academic problems and to provide him feedback on how well he's doing. It's an attempt to personalize and make sure that each kid has a personal contact wiht that teacher on a regular basis.

The lab teachers also conduct the classroom meetings with the regular classroom teacher so that we can have a larger group. The math lab's kids are small in number, two, five, ten at the most. They are scheduled to the lab from two to five times per week. Criteria for selection is at least six months below grade level and/or expectancy level as determined by performance

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on the SRA Math Assessment Service. This is in addition to teacher recommendations. We have a mixture of kids in there in basic abilities. Some kids are on grade level, but they are below what they ought to be; so they still come in.

Now, the AYE center, in-school suspension program. This program is set up to be a preventive program. We do work on prevention. We try to avoid a crisis. Our goals are to decrease the number of suspensions, of course, and the number of office referrals. A greater emphasis is placed on the office referral. If you don't get him down to that principal, he won't get sent home on suspension. Our AYE specialists, as we call them, do a lot of work with the regular classroom teachers. The relationships have developed to the point where teachers feel comfortable enough to say: hey, I'm really having problems with so and so. Can you come, sit down and talk with me for a while? They say "me" rather than "the kid." They also do the reverse. They do have the kids referred. Before they've made a formal referral, they see the writing on the wall. When they see that Johnny's beginning to get anxious, they see what they can do right then to help him.

The AYE staff also do a fair amount of tutoring with these kids. With many kids, the academic problem and the behavioral problems go hand in hand. I don't know which causes the other. Sometimes if we catch the problem and give the kid academic assistance that he needs, the behavior problem seems not to occur. Often times the kids' reading levels and math levels are so low that the kids just simply will not, and for good reasons, expose what they don't know in a whole classroom.

The AYE will go in a small group and work with that teacher and keep

up with their work. We do use the AYE people for crisis management.

Audience: What's the training of these people?

Mr. Turnstall: There are two job descriptions for the AYE specialist. One is academic. It can be elementary ed. I really look for LD type backgrounds. The specialist can do diagnostic, prescriptive stuff and therefore is able to give the regular classroom teacher some ideas of what the teacher might try academically. The other person is more a counselor type. I do not require a degree, but I do have people who at least are halfway through their Master's program in counseling.

Audience: Must the teacher ask for help, or can the principal assign help?

Mr. Turnstall: We have referrals coming from three sources, the classroom teacher, the students themselves, and they often do ask to go, and the principal. If the teacher asks for help just on a supportive kind of basis: I want you to see Johnny, just talk to him, follow him for two or three days and see how things go, we call that out-center work.

If the referral is a more serious nature, we actually staff that kid. All teachers involved and the referring teacher sit down and discuss what the problem is and develop whatever plan that they're going to work on while the kid's in the center both behaviorally and academically. That conference must be held within 24 hours. We don't always make it, but we do try to cut down the lag between the time the bid is referred and the teacher actually gets the assistance or the student gets the assistance that he requested. We don't keep him in there more than ten days before we've begun to put the kid back in to the regular flow. The kids are not in suspension or

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referral all day. Kids don't have problems in all classes. A problem develops in certain classes the majority of the time. The student is referred from that particular class. He still goes to his gym class if he's doing O.K. there.

Audience: Is there a center in the school or is there a central center?

Mr. Turnstall: There is a center in each school. Right now, each center is staffed by two professionals. In the past we had two professionals and one aide so that we can do our in-center and out-center work.

Audience: Does the teacher have the option of refusing help if the principal wants a specialist to come and help the teacher with a problem? See, in Philadelphia the teacher need not talk to the supervisor or anybody except the principal. I'm just curious. What you're saying sounds great. I'm just wondering if the principal sees the problem if a teacher in a class of kids is always looking for help. You know, the "mission impossible" people become helpful. We want them to help. We want to assign this kind of person to a teacher, but the teacher does not want this help. Then I have a problem.

Mr. Turnstall: Oh, you mean assign the AYE specialist to the teacher?

Audience: Yes.

Mr. Turnstall: We haven't had principals do that. Smooth referrals have occurred because of the tact of these people and the rapport that they are able to establish with other people. We don't make referrals with the principal saying so because we sort of get into accountability. What I say to you might go down on your record and all that kind of stuff. It's purely between that teacher and the specialist.

Audience: Do you have the restraints of the union? A union?

Mr. Turnstall: No. Not yet. The program does operate pretty much under the Glasser Approach to Student Discipline Reality Therapy. Kids get to know that, when they come into the AYE center and before they leave, we're going to have a plan; and the AYE specialist will be looking for some commitment on their part that they give a dog gone, that they are really going to try to make things better. The emphasis is on what we do. We don't do a whole bunch of Freudian stuff on why. It's present behavior.. What can you do? And what good points did that have for you? What effect did it have on you and what effect did it have on the other person? What are you going to do about it? The kid is not left off the hook.

The AYE center people do not use detentions and similar things. For our purpose, we decided that if a kid stays X number of hours after school, he has paid his debt and he goes right on back. But he has not thought through what led him to that point. So that's why we stress the plan, and we always come back. If the plan fails, we say: what happened to the plan? What can we try now? It's always: we're going to solve the problem so the kid is not left off the hook.

The principal, particularly at one school, is very good at that. He follows that same procedure if the kid's behavior has gotten to the point that he has to be referred to the office. Even when kids are suspended, when they come back, the plan is still there. The kid is still responsible for improving that behavior. He's still responsible for doing that work.

The kid that refuses, we permit him to have some time out. We don't put him in a closet and put him off or close him off. It's not an isolated booth. But he knows that he's not included in the mainstream of the activities

until that plan has been developed.

We also use a fair amount of overnight suspensions where we give the student a letter when he goes home, and the parent is asked to come back. If the parent comes back the next day, the student is not suspended as we go over his record. Thus we can get assistance from the parents. The AYE people visit 100 percent of the parents of those students who are staffed in the center. Each time reaffirmed letters are sent home to those parents. The parents are kept fully informed as to what's going on and what assistance we would like for them to give.

Are there any questions about that? Yes.

Audience: I'm from the Philadelphia school system. This term we have initiated an ESAA program in our school. Now what does your ESAA stand for, Emergency School Aid Act?

Mr. Turnstall: Yes, it does.

Audience: Now from what group do you select your children and how many centers do you have in one school? We have only one in my school, but we have close to 600 children. Now this group that you have, would you have more than one center in your school or would you have just one as we have in my school?

Mr. Turnstall: We have only one in each of the two middle schools.

Audience: Now what is the criteria for a child to be enrolled in this class? As I go over the children in my school, I find that we're picking children who are underachievers in reading and in math. Is this the same program that you follow?

Mr. Turnstall: Yes. Most of those kids, not all of them, but most of

them do have serious deficiencies in reading and math.

Audience: I mean, if you have a child who is above the percentile, would you include him in your school? We have this problem in our school. It comes under the guidelines of ARC, Academic Resource Center funded by ESAA.

Audience: That's a pilot project. There are various programs that can be developed depending upon the school system. That's just one program, Academic Resource Center, designed primarily for schools that have minority populations. It's here in Philadelphia as a remedial type program. It's not the same as the student concern program, the AYE Center that Mr. Turnstall has described. There's a difference.

Mr. Turnstall: They are all under ESAA, but there are various kinds of activities that you may have. In Philadelphia you have many different activities all under ESAA. This Resource Center just happens to be one. The ESAA funds are distributed to people who write programs within their guidelines, within their purposes. The structure of them and the population may change. The AYE Center is not a national model of anything. It's just Charlottesville's way of doing things. There are other in-school suspension programs in the schools in the state which are very different from what I'm describing. Some are very regimented.

Audience: I'd like to know how your counselor-trained AYE specialist relates to the regular counselor in your school.

Mr. Turnstall: They meet regularly. Testing may be done. The assessments may be done and so forth. These things are done in co-operation with the regular counselors, in collaboration with the regular counselors. Often times we have the AYE specialist, when he is really a trained

counselor, collate groups with the regular counselors. They have weekly meetings with the team. They have a team of eighth grade teachers in an open setting. Each teacher has scheduled weekly meetings; so the AYE people become a part of those team meetings. That's how they keep abreast of what the kid is doing in classes, and they do the followup kind of work. There's a pretty good working relationship between all of them.

Audience: Is there a usual length of time a child stays in your program?

Mr. Turnstall: The time varies. We don't want to keep him more than two weeks because we think we ought to be able to come up with something within that time. The student may come for a week for one period, but again, not for the whole day. Once or twice we may have a kid who stays there a full day, but that's if the kid is really kind of beserk. We don't send him home because there's no support there either. It's better if we hold on to him as much as we can. But that's an exception. I don't know what the average time would be for a student, but the program is not designed to be a self-contained thing at all.

Audience: What does AYE stand for?

Mr. Turnstall: I didn't explain that. I'm sorry. It stands for Alternative Youth Education, for kids who really don't make it in their middle schools and in high school--not so much the middle school. The superintendent says: you're not going to put that 13 year old kid out, you work with him. For the high schools, we do have an outside alternative program that's housed away from the main school, off to itself. That doesn't come under me at all. This in a nutshell is the approach that we

use with the in-school suspension program. The referrals are based on behavior as well as academics.

There is particular concern with that relation to the disparity problem. We've had a fair amount of success in reducing the number of suspensions and the number of referrals to the office. The number of suspensions has decreased by about 42 percent between the two schools over a two year period. Referrals are also down. I don't have the percentage on that. But the problem still remains that more minority students are being subjected to disciplinary action than non-minority students. I'm presently moving from a conference in Atlanta, trying to deal with that. want to track down where the kid is being referred from, which classroom teacher, what reasons were reported. I'd like to record the differences between those subjective kind of reasons, "I just didn't like the way he said it" versus "He broke the window," which is a different kind of offense.

That's making one of the principals a little edgy because he gets that accountability right smack on the head. But I don't see it as I'm going to pinpoint this person. And the referrals coming from a particular teacher don't necessarily mean that she is a bad teacher. Not always are you causing your own problems. That may be the case. It may be the case that Miss Jones next door is letting a whole bunch of things slide. You're not the cause of your having to make the referral. It could be the teacher next door. I think we are going to have to deal with that issue and deal with some of the several ways that people do react differently because of a kid's background. We all do it sometimes.

Audience: Can a youngster be referred more than once?

Mr. Turnstall: Oh yes. Yes. There's no limit on that.

Audience: Do you have a high incidence of repeat referrals?

Mr. Turnstall: Yes. We have a high incidence of referrals. The kids, when they are first referred, tend to come at a rash. We work with a kid for two or three days. He'll go back and the improvement might last for a while. Then his behavior falls through. He comes back. After while, referrals begin to taper off. If you make a connection with that kid, referrals taper off. There are a number of several repeat things that account for the number of referrals; that's why the clerks have such a headache in the office. It's the same kids over and over. Yes, we do have the repeats. I don't have the exact numbers.

Audience: This would be considered an in-school suspension and would in fact have documentation?

Mr. Turnstall: Oh yes. We have referral forms that are filled out in triplicate, one copy to the classroom teacher who made the referral, one for the principal's office, and one for the AYE staff. Next year there will be four because I want one so I can find out who's doing the referring.

Audience: A new program?

Mr. Turnstall: Well, they don't know that yet. I am going to introduce this on a more positive note. We're having a man from Richmond come down in February to deal with this whole issue on disproportionate minority problems. He may pick up a copy of the guidelines for carrying out what I'm talking about.

Audience: Is this program in addition to your normal discipline procedure? Do you have two programs? Do you have a normal discipline,

whatever you do with kids who act out in class, and an AYE program? Or is it just one program?

Mr. Turnstall: No. All discipline cases do not come through AYE. There are certain things that we aren't going to sit down and make a plan about. Breaking the window is one of those things. Students know what the plan is on that. They'e going to pay for the window. Or mama or papa is. So, that's a pretty clear cut thing.

Audience: Do you have a limit on the number of times that a student does come to you for help?

Mr. Turnstall: No. We don't have a limit.

Audience: Say for instance, a particular child spends one week with you. Then maybe another week will pass or a month will pass. But within the course of half a year or a year, the child may have come 15 times. Do you have anything like that?

Mr. Turnstall: The child can come back again and again. There's no set number like after 15 times, that's it. That determination is made, in some cases, by the principal and the AYE staff when we really aren't getting anywhere, when we've got to go elsewhere. We do work with appropriate community agencies who are able to provide the family services that some of these kids really need. The kids didn't develop their problems in isolation.

Audience: Do you find a better adjustment within the student himself after having received the services of AYE over a period of time?

Mr. Turnstall: We like to think so, that the service does make a difference. I think it does. There's a lot of attachment to the AYE staff

people. The human relations co-ordinator is a former AYE staff person. He still has people coming over to his office, still talking about things we did and the things that they ar learning. The program's really working.

We take the kids to the Upward Bound kind of experience. We call it A Day of Discovery which puts the kids in challenging situations. They get to see what trust is about, self-reliance, and mastery. They are able to do physical feats like scaling the wall. The kids seem to recall the experience. Many of them have problems once they get to high school. Adjustment's by no means 100 percent.

Audience: I was just wondering whether or not there is a marked difference.

Mr. Turnstall: There seems to be maybe enough difference for the principals to climb on my back every year when I'm writing the project. "Don't get rid of that program." That's my best measure, the way the principals see it. It's hard to measure the impact on students. Sometimes we don't realize the impact until we get a few gray hairs like mine.

Audience: Do you have a list of normal hooligan activities and a list of AYE hooligan activities? You were talking about window breaking. Would it fall under the umbrella of AYE referral as opposed to just normal vandalism or whatever? Assume that a Black kid is throwing a stone at a White kid. The White kid ducks and the stone breaks the window. Is that just a window breaking or is that an AYE window breaking?

Mr. Turnstall: That's kind of hard to answer.

Audience: I have the White kids coming in September. I need to know if AYE is a valuable program. It sounds like it may be valuable. I'd like

to set it up so that we get the mission impossible folks on board and my separate counselor, maybe, to help with these problems. We need to know do we just put them under the general grouping or under problems or do I try to cope with them.

Mr. Turnstall: I think you need to make some distinction between the kinds of problems your staff is equipped to deal with, but I would caution you about making hard and fast rules like if it's that it's this. Human nature is such that certain situations require that you change and be a little flexible. I can say it's possible that the window breaker might come through AYE. And we've had that too. I don't want to talk to the principal. Our principal has got to the point where he's not offended about that. He is glad there is somebody who relates to that kid. I hope I have responded to that.

Audience: Do you categorize and document the students as to the cause of referral or the reason for their referral along with the length of time that they stay within that group?

Mr. Turnstall: The previous supervisor, who finished in 1978, did. He did go through and make a tally, broken down into 14 categories: truancy, fighting, vulgarity, physical abuse, smoking. In the middle school, smoking isn't permitted. In high school it is. Drug involvement, we do have some of that there. By and large, skipping of classes is one of the big things.

Audience: Do you make recommendations for changes? A lot of problems run the gamut; smoking is one of them. Some schools have dealt with that.

Smoking's one of the reasons for many of the problems that schools are having. Schools could even deal with that by setting up a place. I wondered do you make recommendations to administrators along that line? In your cards, you have your reasons for referrals for students. You will find in many instances or in every instance smoking is one of the reasons for suspension. Some school communities handle the problem by having a special smoking area that cuts down on that problem. I'm asking have you considered that? Or do you now consider that along with any problems of that kind?

Mr. Turnstall: Yes we do. When this program first started--I think we have had it for four years now--we did go through a discipline policy and procedures and looked at those things that were status offenses and not really the criminal kind of thing. I think the smoking thing comes under that like the gum thing. There were a lot of kids getting detentions and going home because they chewed gum. That's a problem when gum gets stuck all under everything, but the problem doesn't require all the Federal court business. So we have made some changes, and schools have revised their policy. When I was the assistant principal at the school, I revised the policy. We did deal with that. We did not permit smoking though particularly because we were going to middle schools and we had a younger age group. I suppose, if we were dealing with junior high, I might have said yes. Knowing that smoking causes cancer, I didn't want to make it convenient for kids at that age to smoke. I know they're going to do it anyway, but they don't have my blessings on it. O.K. Let me move to another concern.

We do a fair amount of help for the kids in the art of taking tests, how to study for them, standardized as well as teacher tests. In addition to

the study techniques, about 50 percent of what we do is a thinking skills program. Most of these kids, even though they can read fairly well and are not struggling to decode the words, do have problems with the high level thinking skills. So I hooked up with our curriculum development associates in Washington into a program that was designed for the slower performing student to get at teaching him cognitive behaviors. That program I really like because its theoretical basis was developed by Foyerstein in Israel.

When a group of people immigrated into that country at one point, they all turned out to be retarded. Foyerstein reasoned that it was impossible for a whole group of people to be retarded. There must be an explanation for it. And so he developed an explanation. I have this handout that explains, diagramatically, what he's saying.

Basically, he's saying that it's not that these kids are retarded but rather that they have not had the benefit of medication, the benefit of someone who helped them to sort and to raise the kinds of questions that would make them think in cognitive ways.

For example, a parent is worrying about where the next meal is. He doesn't help the kid to sort out quality, for example. The kid comes home and says: I did three pictures today. The parent who is struggling at that level of worry is not likely to say: well, which one of these is the best? And by what standard do you judge that? Do you think this a brighter one? More life, more interesting? That kind of interchange which would help kids to think cognitively does not go on. So Foyerstein is saying that teachers ought to be about doing that, doing that medication. Teachers should stay out of the realm of his mama was a psychopath which you as teachers have no

control over. His daddy was a dirt farmer. You have no control over that You do have a control over the kid.

I also like it because it gets away from the reliance on tests, your standardized test. The standardized test measures what we think the kid knows at that time. It's the content. But the test doesn't get at what is the potential of the kid. If I give this kid a certain set of experiences, could he learn from them? IE, Instrumental Enrichment, does get at that. It does not look at the end product. IE looks for where that kid is now; and, if I interject these kinds of experiences, can I get this kid to be more analytical in his thoughts? Foryerstein showed that you can. He's dealing with retarded performers. He uses the words retarded performers because it's not that the kid is retarded, he's simply performing at a slower level.

That program is set up such that the teaching sequence used is one that, before your kids even start, requires the kids to go through identifying what the problem is. One characteristic of underachieving students is that they don't attend to their problem until they fully understand it before they proceed with it. They are impulsive learners. They jump right into it. "I did it. Give me an A." The student does not think whether he used irrelevant information or whether he inserted a whole bunch of garb here and there in the paper that he just wrote. So the first thing required of this program is that the kids become organized and begin to spout out relevant information versus irrelevant information.

There's a lot of work done on describing things for temporal and spatial reference. We do a lot of labeling activities so that we have some

basis for carrying this mental idea in our mind. Many of our kids sort of see the different shape between a circle and a square. By the time they get back to their seats, they haven't really labeled this or made an imprint of that, and they've lost the impression. And so they find the circumference of the circle when they were told to find the area of the square. That's sometimes the breakdown.

There's a lot of emphasis on precision in language, of pushing the kid to say exactly where something is in relationship to something else. Many kids understand these concepts; but, when it comes to the output part, they fall short.

The program just came into the United States in 1978. It's in use now in Atlanta and in Charlottesville this year for the first time. It was tested prior to that in Toronto, Canada; Nashville, Tennessee; and one of the far west states.

Here's a sheet which explains the results that have been obtained from the program. It's sort of consensus data. It is not the hard statistical stuff that has been done in Israel. I.Q. scores do go up. The language that the kids learned is just tremendous. They are required to experience it before they can start. They are taught the vocabulary. They are taught the vocabulary without using dictionaries where they would begin copying the words out of the book without having really thought about circling those words around; so the discussion that goes on is always after medication.

The things that I'm going to show you is a series of dots in the first part of the sheet, just an organization of dots. But there are problems that must be solved. There are models that the students must follow in order to

solve the problem. Once they've done these, and we don't do it just for the sake of having nice little fun games, we use a technique called bridging.

We found a kid, who had started to solve one of these, was systematically starting with this dot to see if he could then formulate a square. He was going all the way around until he found what worked. We asked that kid to give me some examples in life where the skill of systematic search and systematically going about something was really important. That's the crucial thing, to show how this skill is related to solving a problem. We can do that in daily life, and we can do that as it relates to a math course or to writing an English paper.

For example, in a supermarket, is there any place where you would need that skill, where it pays off really? What about the Campbell Soup section? Is it not very important? I have a hard time finding the soup that I want because all of those cans look alike, red and white cans sitting up there. So I systematically go down the row. And I save all sorts of time. Some people have not developed that skill or have become conscious that there's a way to deal with this without scratching their head. Oh, forget it. I'll go down to the little corner store where they don't have as much. That's what some of your kids do with their English assignment. Oh, forget it. I'll just do this much, and she'll give me a C and I'll be all right. There is not the need to be systematic and go all the way through each one of the steps.

Those are the programs that we have in Charlottesville that's related to student achievement and student discipline and the disparity. I will say that on the results of the first year's programs--oh by the way, we do have resource people that come in and talk with these kids. We use recent college

graduates. Recent high school graduates who are not in college or who are now employed in the area come back and talk with those kids about what their experiences have been. What paid off in high school. What they wish they had done and had not done. And they do go on field trips with us. So it's done in a rap kind of way as well as in informal classroom sessions.

To insure that we get more minority students, we make a point of picking minority teachers to come in and talk to these kids. To assure that we get more women to take math and the hard sciences, we make sure we get women with a background in that to come in and talk to these kids. And we do this, really beef it up around March when students are doing their preregistration because one of our goals is that students will increase their level of function in the school. We did find that, on the basis of what they requested, it may have dropped since then, that the average enrollment per student in advanced courses did increase. Black enrollment at the beginning of last year was .75 per student. At the end of the year it was 1.1 And the disparity between the two was narrowed by that process. The White population started out with 1.1 percnet on the average and ended up with 1.3 This is a small increase. That was only two tenths of a point's difference between the two predominant racial groups that we have. That was one of the criteria that we were using to evaluate the program.

The second one was that 80 percent of the students, parents, and teachers would think well of the program. On the basis of a simple little questionnaire that I developed, it came back as such. The program has been very well received by the parents. We are just starting that program in the middle schools this coming semester. Presently, I have one more

parent meeting to introduce the idea to the parents of what we're going to do and why we're going to do it. I hope I'll be able to establish a two year sequence so that we work with the kids in trying to help them restructure their cognitive structures in a more productive way than we're going to do in one semester. These kids have been behaving in these sloppy ways, mentally, for a number of years, and it's going to take some retraining over time to help them change this.

I thank you very much.

EASTERN PENNSYLVANIA

EVALUATION

The Race Desegregation Assistance Center administered an evaluation form as a means of assessing the workshop as to its functionalism as well as whether the expectations of the participants were fulfilled. In addition, an attempt to provide a quantitative estimate of the participants' responses was recorded. With this in mind, it was hoped that the information could be used in planning future workshops.

Following is the presentation of the data collected from the instrument and the conclusions inferred by the data as interpreted by the Center staff.

PARTICIPANTS

The participants in the workshop included administrators, teachers, school board members, community representatives, counselors and interested parties. The number of participants who responded to this instrument is 108.

RESULTS

The instrument consisted of four items designed to elicit information as to the functionalism of the workshop. It was expected that this information would enable the Center to better plan future workshops on desegregation and conflict.

The participants responded to all or some of the questions on the evaluation form. These responses were broken into percentages and the results are as follows:

1979 EASTERN PENNSYLVANIA
FALL REGIONAL WORKSHIP

EVALUATION FORM

1) Have we accomplished our purpose? YES 91% NO 9%

2) Were activities appropriate? YES 93% NO 7%

3) Were the consultants effective? YES 87% NO 13%

4) Overall assessment of workshop: Random Sample of Comments:

A great learning experience; Excellent; Brought practical information from valid experiences; Majority of speakers were very effective; Good; Excellent; Very well planned and implemented; Each session was valuable; The last session of Thursday was too long; Learned more at this workshop than last year's; Inspiring, well organized, informative and most helpful; Excellent, Excellent, Generally effective; Terrific; The program was basically good, but I was not completely satisfied with the workshops that were available. I believe that there are activities more pertinent to the major topic; Very good; Terrific consultants; Not enough time alloted for questions to be asked.

CONCLUSION

Looking at the total response of those in attendance, the results indicate the workshop was a success in that it met the needs of a substantial proportion of those attending.

We appreciate the cooperation of those who attended the workshop and filled out the evaluation sheet as it will aid the Race Desegregation Assistance Center in providing other meaningful workshops in the future.

For detailed information pertaining to the above statistical data, please feel free to contact the Center.

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